



people first ●

Communicating
Human Rights in
the Migration Era

TOOLKIT OF THE TRAINING COURSE

17-23 JANUARY 2018, CASA LABORATORIO IL CERQUOSINO
ORVIETO, ITALY





Key Action 1
Mobility project for young people and youth workers
Mobility of youth workers

PEOPLE FIRST

Communicating Human Rights in the Migration Era

17th – 23rd January 2018

Casa Laboratorio il Cerquosino, Morrano, Orvieto (TR), ITALY



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GENERAL BACKGROUND

LUNARIA defined and launched in 2012 a medium term strategy to promote antiracism through mobility and voluntary service activities and projects.

Our **PRIORITIES** were and are:

- ✚ to raise **youth** awareness on the daily growth of discrimination and racism and to share relevant tools to make sensitisation among other peers;
- ✚ to provide **youth workers** and **peer educators** with new tools to fight the discrimination wide-spread and to promote intercultural approaches;
- ✚ to provide **local, international organizations** and **NGOs**, with new tools to conceive and implement actions and projects;
- ✚ to share **good practices** and **working methods** to make more effective the local and global action in Europe and worldwide;
- ✚ to create a **network** of different actors and organizations from the civil society, to promote equity and human rights.

The **ACTORS**, target groups and beneficiaries of the process are young people, youth-social workers, local organizations and NGOs.

Within the anti-racism strategy, the following projects have been already implemented:

- ✚ **SHARING IDENTITIES Open Mind for an Intercultural Europe**: training course on intercultural learning, individual and multiple identities;
- ✚ **MIGRANT TOOLS Social work to promote intercultural dialogue**: training course to raise awareness toward migration and to promote anti-racist behaves;
- ✚ **WORDS ARE STONES Youth participation against racism: on-line and off-line**: training course to raise awareness on hate speech, on-line and off-line, toward migrants and refugees;
- ✚ **UNVEILING STORIES Youth Work Against Racism**: training course to develop non formal education and theatrical tools to raise youth awareness toward the racism widespread in Europe;
- ✚ **TAKE IT OUT! Shaping youth commitment against racism**: training course to further develop the work about on line and off line hate speech and to develop tools for youth workers to fight the widespread of the phenomenon;
- ✚ **THE BUTTERFLY EFFECT Raising Awareness Among European Youth on the Refugees Crisis**: training course, job shadowing and youth exchange to raise awareness on the daily growth of discriminations, xenophobia and racism among young people and adults in Europe;
- ✚ **GEM Gender Equality and Migration**: training course and youth exchange to raise awareness on the daily growth of racism in Europe toward migrants and migrant women and to develop tools and working methods to raise awareness.

PROJECT DESCRIPTION

PEOPLE FIRST Communicating Human Rights in the Migration Era, AIMS to provide youth workers, activist and young people with new interactive tools and methodologies to raise awareness on human rights and to communicate them within the local communities. The work on Human Rights is specifically focused on the rights of migrant people, refugees and the rights to citizenship of every person in the world, acknowledging that these rights are above the delimitation of any border.

TRAINING COURSE
17th – 23rd January 2018



- to** explore the general **framework** of human rights
- to** deepen the **rights** of migrants and refugees in the national contexts
- to** acquire new **communication** tools and methodologies to learn how to communicate human rights
- to** share tools and **methodologies** to be used once back home to raise awareness on HRs



The project is connected to the world-wide actions proposed by Alliance of European Voluntary Service Organizations Network in 2016

Global Action Task Force

focused on migrants and refugees, aimed to raise awareness on the issues, to develop tools and concrete actions within the IVS movement to address national and international challenges

HOW TO USE THE TOOLKIT

The Toolkit aims to show the activities run during the Training Course held in January 2018.

ACTORS: the Toolkit is addressed to the participants involved in the training course, their sending organizations and other youth workers and associations interested to develop new actions to promote Human Rights, using participative methodologies.

OPEN FORMAT: this project and the toolkit part of it, are conceived as an “open format” that can be replicated in different ways and with different length in the involved partner countries and not only, in order to spread knowledge and promote Human Rights education.

FLEXIBILITY: the Toolkit is conceived as a flexible tool, the idea is that the activities presented can be used and readapted accordingly to the needs of the different target groups and local backgrounds. It can be used to build up an entire training course, as well as smaller workshops or to propose a single activity within a raising awareness action.

For this reason, in case you will decide to pick up some of the activities to work with youth workers and/or people coming from different backgrounds and experiences, we recommend you to have a clear picture of the target group needs and profiles to be able to bring adaptations, if needed.

METHODOLOGIES USED

The activities implemented during the training course are realized within the **non-formal education framework**.

NON-FORMAL EDUCATION – NFE was defined in 1974 as any organized, systematic educational activity, carried on outside the framework of the formal system (schools-university).

According to the *Council of Europe*, “non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, (...) where young people meet (...) to undertake projects together (...)”.

Non-formal education should also be:

- ✚ voluntary
- ✚ accessible to everyone (ideally)
- ✚ an organised process with educational objectives
- ✚ participatory
- ✚ learner-centred
- ✚ about learning life skills and preparing for active citizenship
- ✚ based on involving both individual and group learning with a collective approach
- ✚ holistic and process-oriented
- ✚ based on experience and action
- ✚ organised on the basis of the needs of the participants.

During the training has been used the **GRAPHIC FACILITATION TOOL**: this tool is based on Infographics - visuals graphic information that are used as a summary of a wider system of information, data or knowledge to present complex information quickly and clearly, that have been developed in Edugraphics, so Infographics used in education and learning. The decision to use this tool is due to its flexibility: different people have different ways and styles in learning and symbols, images and pictures are useful to organize information and to acquire, process and transmit the knowledge. This tool can be used to overcome language barriers, being based on a basic dictionary of images that can be understood by everyone.

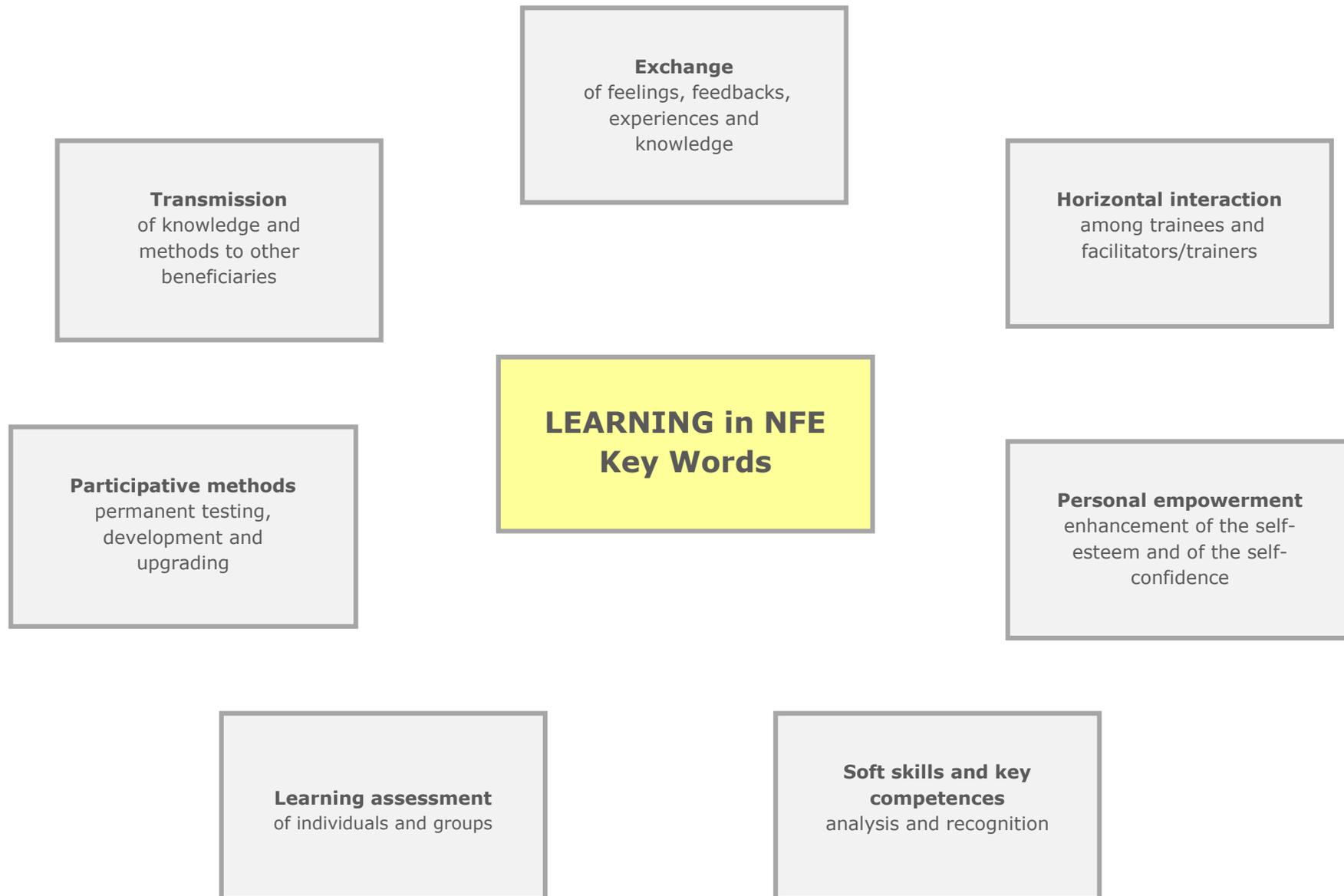
For more information, please have a look to the manual:

http://www.joonmeedia.ee/graphic_express/14-10-03/graphic_express_11-5_mb_max.pdf

LEARNING

Learning is articulated within non-formal education accordingly to a set of specific pillars:

- ✚ **Learning by doing approach:** specific aims are well fixed and clearly defined in each activity proposed in order to ensure a coherent learning process
- ✚ **Learner centred:** pedagogical approach centred on the person who is learning and based on the promotion of participatory approaches
- ✚ **Life-long-learning - LLL approach:** human beings never stop learning and developing, we all learn different things in different moments and in different spheres of our life. LLL encourage the acquirement of competences, knowledge and the development of new skills all along the life of each human being
- ✚ **Shared learning path:** among the learner and within the group, where the horizontal exchange of knowledge with and among the learners/experts is actively encouraged
- ✚ **Flexibility:** methods have to be readapted all along the process, taking into account the learning needs of participants and of the actors involved.



AGENDA OF THE TRAINING COURSE

	MORNING	AFTERNOON
DAY 1 17/01/2018	NAME GAMES Name and Sound The Blanket GETTING TO KNOW EACH OTHERS The Hand FEARS, EXPECTATION, CONTRIBUTION The Laundry	TEAM BUILDING Survival of the Countries Dots Game
DAY 2 18/01/2018	HRs in GENERAL - step 1 Carousel of Rights HRs Creation and Evolution HRs Timeline	HRs in GENERAL - step 2 Gallery HRs Cafeteria
DAY 3 19/01/2018	HRs in DEPTH Personal Stories Strip cartoons	CRITICAL APPROACH TO HRs Canadian Box Give me a Title
DAY 4 20/01/2018	DIFFERENT LENS IN HRs Albatros	HRs in ACTION PREPARATION - step 1 Ginkana Act it Out the "perfect" Facilitator Open Space
DAY 5 21/01/2018	HRs in ACTION PREPARATION - step 2 Work in Groups	HRs in ACTION IMPLEMENTATION Workshop 1
DAY 6 22/01/2018	HRs in ACTION IMPLEMENTATION Workshop 2	HRs in ACTION IMPLEMENTATION Workshop 3
DAY 7 23/01/2018	HRs in ACTION IMPLEMENTATION Workshop 4	LEARNING Evaluation in different station The circle of words

INDEX OF THE ACTIVITIES

The **Index of Activities** is conceived to present the activities not in a chronological order, as in the Agenda at page 11, but in alphabetic order, with the reference page number.

Furthermore, in the list above the topic addressed is specified in all the activities.

Topic Addressed:

Human Rights Topics - indicated with: HRT

Group Dynamic - indicated with: GD

Methodologies Testing and Upgrading - indicated with: TiA

ACTIVITY	TOPICS ADDRESSED			PAGE
	HRT	GD	TiA	
Act it Out the "perfect" Facilitator		X	X	70
Albatros	X			65
Canadian Box	X			62
Carousel of Rights	X			26
Dots Game	X	X		20
Evaluation in different station	X	X	X	77
Gallery	X			50
Ginkana			X	69
Give me a Title	X			64
HRs Cafeteria	X			58
HRs Creation and Evolution	X			27
HRs Timeline	X			48
Name and Sound				14
Open Space	X	X		70
Personal Stories	X	X		59
Strip cartoons	X			59
Survival of the Countries	X	X		18
The Blanket		X		14
The circle of words	X	X	X	78
The Hand		X		16
The Laundry		X		17
Work in Groups	X	X	X	72
Workshop 1	X		X	73
Workshop 2	X		X	73
Workshop 3	X		X	73
Workshop 4	X		X	73

TOOLKIT

of the TRAINING COURSE



NAME GAMES

TITLE	Name and Sound
TOPIC/S	Getting to know each other's
AIM	To remember the names and to make participants interact
TOOL TYPE	Ice breaker/Name game
MATERIAL	/
DURATION	20 minutes
DESCRIPTION	<p>The activity is organized according to the following steps:</p> <p>Step 1. participants are invited to stand in a circle, one by one saying their names, following the circle order.</p> <p>Step 2. participants are still standing in a circle, one is starting saying their name and adding one sound. Then all the group repeats the name and the sound. The second is saying their name and a different sound and then all the group repeats the name and the sound.</p>

TITLE	The Blanket
TOPIC/S	Getting to know each other's
AIM	To remember the names and to make participants interact
TOOL TYPE	Ice breaker/Name game
MATERIAL	A blanket

DURATION	20 minutes
DESCRIPTION	<p>Participants are divided in 2 sub-groups: the participants of each group will receive a number. The two groups are divided by a blanket kept by trainers. When trainers call a number the persons of the two groups has to get closer to the blanket and when the blanket fall down they have to guess the name of who is standing in front. The fastest win.</p> <p>NOTE: it can be then choose if: the losers are back to their group, or they have to pass to the other group.</p>

GETTING TO KNOW EACH OTHERS

TITLE	The Hand
TOPIC/S	Getting to know each other's
AIM	To make participants interact and to create the group
TOOL TYPE	Getting to know each other's
MATERIAL	/
DURATION	40 minutes
DESCRIPTION	<p>The activity is organized according to the following steps:</p> <p>Step 1. participants are sitting in circle on the floor, they receive an A4 paper and a marker and are asked to draw on the paper the shape of their hand. Each finger is representing a different element that should be presented to the group:</p> <ul style="list-style-type: none"> ✚ Thumb: what you like. ✚ Index finger: where you come from and where you would like to go. ✚ Middle finger: something you dislike. ✚ Ring finger: your values. ✚ Little finger: something annoying you. ✚ On the hand's centre: what do you want to share with the others during the training. <p>Step 2. participants receive 3 minutes to fill in their hand.</p> <p>Step 3. in circle everybody has a maximum of 1 minute to present their hand to the group members.</p>

FEARS, EXPECTATION, CONTRIBUTION

TITLE	The Laundry
TOPIC/S	Expectations, fears and contributions
AIM	To share within the group the expectations toward the training, the fears and the contributions that participants are thinking to bring
TOOL TYPE	Getting to know each other's
MATERIAL	Flipchart, post-it, pens, markers
DURATION	40 minutes
DESCRIPTION	<p>Setting: the room is prepared as a laundry, there are some ropes tight blocked on the wall and stuck on the ropes there are some photos. Soft music as background.</p> <p>The activity is organized according to the following steps:</p> <p>Step 1. participants have to walk in the space and to have a look of the photos, then they have to choose two photos each, one representing their fear, one their expectation.</p> <p>Step 2. back in circle in plenary, each participant has to briefly present (1 minute maximum) the fear and the expectation, explaining also in which way they think to contribute to the training.</p>

TEAM BUILDING

TITLE	Survival of the Countries
TOPIC/S	First steps in Human Rights
AIM	To make participants start the reflection on Human Rights
TOOL TYPE	Competition/Reflection/Cooperation Activity
MATERIAL	Chairs (one for each participant), sticks (around 20 per participant), markers, flipcharts
DURATION	10 minutes
DESCRIPTION	<p>Setting: on the wall there is a flipchart with a table drawn, where one facilitator will write the results of each round, in each phase. Participants sit on chairs in circle, back to the inner part and looking outside the circle (not inside).</p> <p>The activity is played in 4 phases, and each phase has several rounds (for example 4 or 5). The activity is organized according to the following steps:</p> <p>Step 1. INSTRUCTION: participants are told these instructions: "Each of you is a country, please tell the name of the country you are (the name can be of an existing country or be invented). Your responsibility is to survive. You will close your eyes and we will throw these sticks to the floor, and when we say "now!" you can open your eyes and you have to go as fast as possible and take the sticks you need to survive. When we say "stop!" you won't be allowed to take any more sticks. You need 4 sticks to survive! If you don't get the 4 sticks, your country will die, and you won't be able to participate until the next phase".</p> <p>NOTE: participants can take more than 4 sticks if they want. Trainers don't encourage nor discourage participants to do so... and are not given more instructions than the given ones. Despite this, the trainer will adopt the tone of a contest, to stimulate their attitude.</p> <p>Step 2. COUNTRY NAMES: when the participants tell the country they represent, the facilitator writes it on the flipchart table.</p> <p>Step 3. PHASE 1 – GAME: once instructions are told and sticks (around 20 per participant) are thrown on the floor (sticks are thrown unequally around the participants), participants get them. When the trainer says "stop!", it will be then time to count the results. One facilitator will write the results (sticks collected). Those participants who have less than 4 sticks are eliminated, and the facilitator tells it with big grief. Those who took 4 are correct. And those with more than 4 are received with surprise and admiration ("wow! They took that many!!" But it's never said that it is good or bad).</p>

Step 4. PHASE 2 – GAME: after the results are communicated to the groups, all the sticks they have collected are taken (participants did not know it in advance). Only the sticks still on the floor remain. The new round, using only the sticks remained on the floor starts with the same rules of the previous one. After the trainer says “stops” it’s counted how many countries have survived and how many died and it’s taken note on the flipchart, as it was done before.

Step 5. PHASE 3 – GAME: after the previous phase the next one starts, again with all the participants. It’s explained that those taking more than 4, now will have an advantage: the trainer will say a first “now!”, and only they will go for the resources. Then, after few seconds, a second “now!” is said and the ones who only survived with 4 to the previous round, will go as well for the resources. Different rounds are played and after the “stop!” is said, it’s counted how many countries survived, how many died. It’s taken note on the flipchart.

Step 6. PHASE 4 – GAME: the next phase starts, again with all participants. The rules will be the same of the PHASE 3, but after each round the trainer will throw again on the floor half of the sticks the participants took. Different rounds are played and after the “stop!” is said, it’s counted how many countries survived, how many died. It’s taken note on the flipchart.

Step 7. ANALYSIS: it’s then run in circle the analysis of the activity. Below some key questions that can be used as a general track for the analysis.

- ✚ What were the results on each phase? (How many countries have survived until the end? How many survived at least 2 phases? Any phase with all surviving?) → here participants shall reflect on the fact that the “death” of one country is already a failure ... and most of them have died.
- ✚ Did anybody try to change behaviour? If yes, what happened then?
- ✚ Were there at any moment dynamics of cooperation?
- ✚ Do you think each phase has a correspondence with historic phases? (Which ones? pre-industrial societies → they just used the resources; industrialised societies → those with benefits can invest to create technology and have an advantage; post-industrial societies).
- ✚ What is it the factor motivating the death of the countries? → here participants shall reflect on the fact that the point is not the scarcity of resources, but the way to use them, the attitude towards them (excessive consumption, competition against others, ...) and the other countries, that motivated the death.
- ✚ Which alternatives could have arisen? (collaboration-solidarity, sustainable consumption, de-growth, education for sustainability).
- ✚ When do we change our behaviour?

NOTE: according to the participants’ answers, it can be added an extra question concerning the Human Rights. Indeed, this activity is conceived not to tackled in depth the issues of Human Rights but to start the reflection on how we as human beings have rights toward the others and on how sometimes our rights, in specific contexts, might clash with the ones of the others. Moreover during the activity it’s important to find the space to reflect on the importance to activate a critical thinking and approach toward the different issues and topics.

TITLE	Dots Game
TOPIC/S	Inclusion and exclusion with a specific focus on Human Rights GENERAL REMARK: when dominant and non-dominant groups are in contact, a bidirectional exchange takes place. Both groups are influenced by the intercultural contact, generating changes of certain cultural/identity characteristics as a means of adaptation. This activity is an opportunity to reflect on human rights in general and specifically on the general attitudes of the society's members towards minority groups, as well as on their influence on the perceptions of minorities have about themselves and about the society in general.
AIM	To reflect on the general functioning of the minority-majority relations in society; to reflect upon the minority-majority relations in the specific realities participants are coming from and decode: <ul style="list-style-type: none"> ✚ majority attitudes about interacting with minorities and minorities attitudes about interacting with majority; ✚ minorities will to preserve their own identity and majority attitudes towards the cultural identity of minorities
TOOL TYPE	Work and in group and plenary
MATERIAL	Handout with the Acculturation model, colourful dots
DURATION	60 minutes
DESCRIPTION	<p>The activity is organized according to the following steps:</p> <p>Step 1. participants stand in circle with the eyes closed and are put dots of different colour and shapes on their foreheads (one coloured/different shaped dot per person). NOTE: for the facilitators preparing and then putting the dots, please take in consideration that there are groups with same colour/shape, one participant without any dot, one with more of them and one with dot in a colour/shape that is not present in within the other groups.</p> <p>Step 2. participants are asked to open their eyes and, while they are not allowed to talk, to find their group. NOTE: for the facilitators presenting the task, it's very important to use the singular term "group" and not plural, so at the end we do not end up suggesting that there are more groups than only one.</p> <p>Step 3. the process will show group formation according to colour/shape they have on their foreheads, but also exclusion of the others. The game is over when everyone is satisfied with the solution they have found.</p> <p>Step 4. back in circle it starts the reflection on the feelings, paying special attention on people with different dots, who felt excluded. Below some key questions for the debriefing:</p> <ul style="list-style-type: none"> ✚ What did you feel? ✚ What did you observe during the grouping process?

- ✚ Do you feel excluded in some moment?
- ✚ There was a consensus in the final grouping?
- ✚ Was everybody satisfied with the grouping?
- ✚ Were you satisfied with the grouping?

Step 5. it's presented the Acculturation model below in an interactive manner, using a flip-chart and building it together with the participants. For example, the facilitator can draw the two axes (identity and communication) and ask the participants to say how each specific situation is called.

Step 5. still in plenary participants are asked to reflect on the specific situation of a certain minority (of their choice) in their country or city and on the acculturation orientation of the majority and minority towards one another.

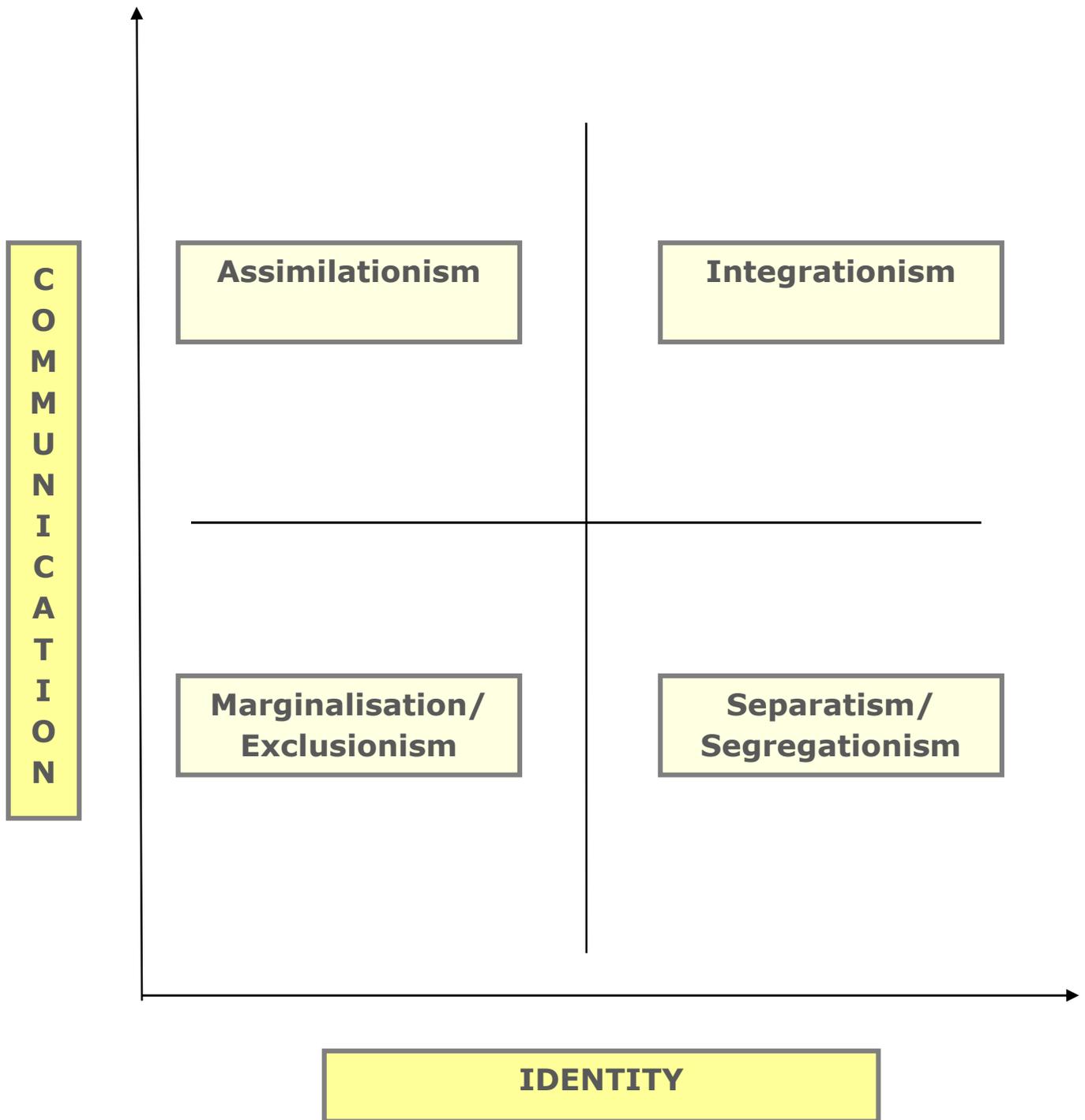
Then, if there is time left, they are also encouraged to think of concrete situations, policies and institutional practices, legislation, statements as well as regular citizens' views and specific cases of inclusion/exclusion.

Below a set of extra key-questions to activate the reflection in the debriefing:

- ✚ How do people end up having the attitudes of inclusion/exclusion? How are they formed?
- ✚ Do you think that being in contact with diverse groups enhances tolerance or fear towards the others?
- ✚ How is this model reflected in your own communities? What about the educational system?
- ✚ Do you think that people can change their attitudes about others or about themselves?
- ✚ What measure should the governments take in order to support the development of integration orientations?

See Handout below.

HANDOUT_ACCULTURATION_MODEL



HANDOUT_ACCULTURATION_CONTENT

ACCULTURATION ORIENTATION OF MINORITY GROUPS

Integration orientation

reflects a desire to maintain key features of someone's own culture while also valuing the adoption of key elements of the majority culture

Assimilation orientation

reflects the willingness to give up most aspects of their own culture for the sake of adopting the cultural practices of the majority or dominant group

Separation orientation

is characterised by the desire to maintain all features of own culture while rejecting the culture and relations with the members of the majority culture or other members of the society. The contact between members of different groups is inexistent or minimal/superficial

Marginalisation orientation

characterises individuals who feel ambivalent and somewhat alienated from both their own and the majority culture, thereby feeling excluded from both the groups they identify with and majority community. For example, one can be considered a migrant in his/her country of residence and a tourist in this/her country of origin

ACCULTURATION ORIENTATION OF MAJORITY GROUPS

Integration orientation

Majority valorises the maintenance of certain aspects of minority identity and accepts that minority adopts important features of the majority culture. There is also a willingness to modify own institutional practices and certain aspects of majority culture to facilitate integration of minority groups

Assimilation orientation

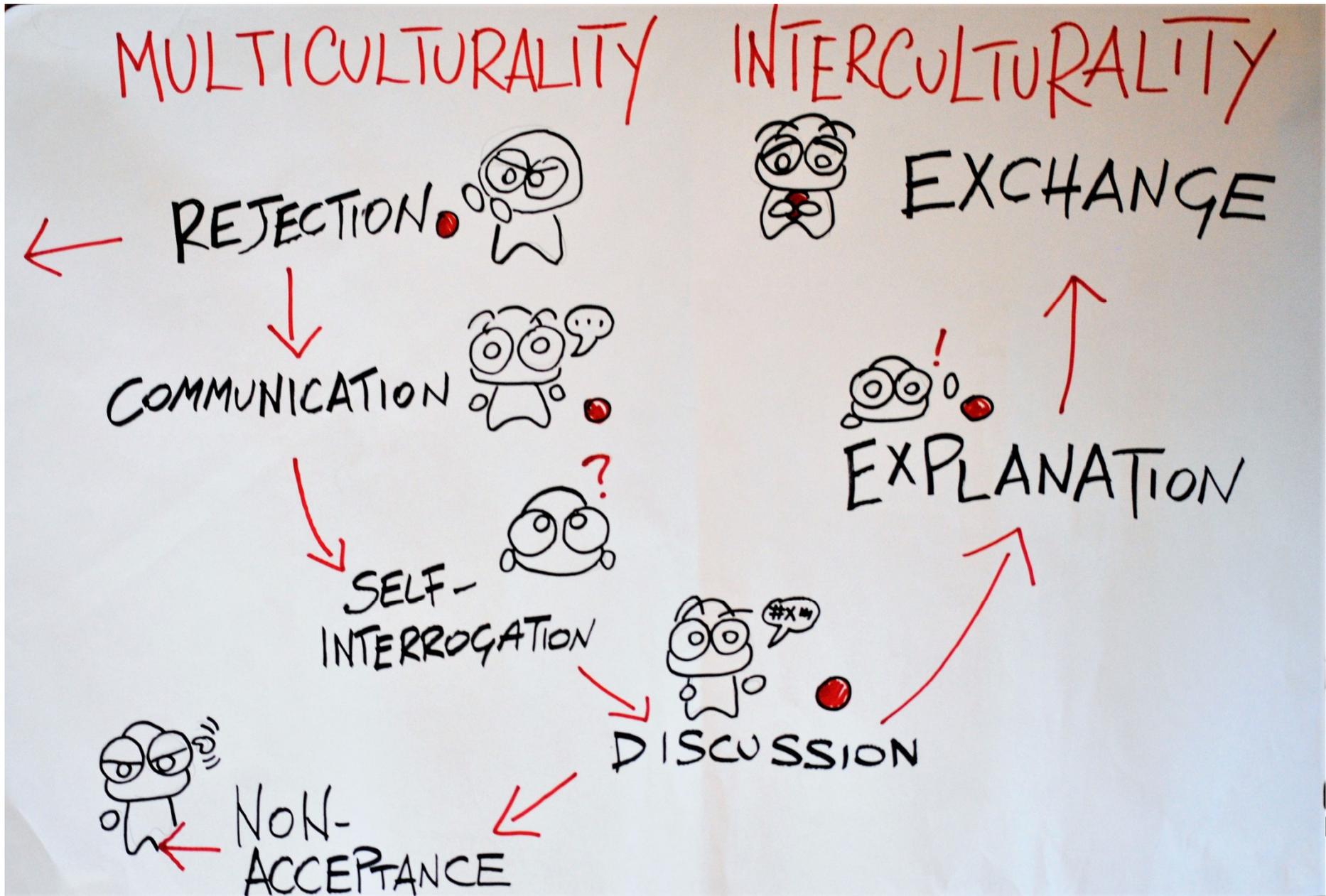
majority desires that minorities give up their cultural/identity characteristics in order to adopt the cultural/identity characteristics of the majority

Segregation orientation

majority manifests an attitude of tolerance of the maintenance of minority culture/identity as long as they live separately, in specific neighbourhoods or regions (e.g. ghettos). Segregationists avoid contact with minorities as they believe this would dilute or weaken the integrity and authenticity of their own culture/identity

Exclusionism orientation

majority is both intolerant with minorities that maintain their culture/identity, but also refuses to allow them to adopt features of the majority culture, as they believe that certain groups can never assimilate within the majority community. Certain exclusionists try to create the conditions to incite minorities to leave the country/neighbourhood.



HANDOUT_ACCULTURATION_GRAPHIC



HRs in GENERAL – step 1

TITLE	Carousel of Rights
TOPIC/S	Human Rights
AIM	To run the second step within the Human Rights
TOOL TYPE	Work in group, representations, plenary
MATERIAL	/
DURATION	100 minutes
DESCRIPTION	<p>Setting: four different stations are created, in each are placed the instructions on the technique to use to represent the Human Rights.</p> <p>The activity is organized according to the following steps:</p> <p>Step 1. participants are in plenary and are divided in 4 groups and they are explained to join one of the different stations already prepared, where they will discover the technique to be used to represent Human Rights.</p> <p>Step 2. once arrived in each station, the group members have to discuss on the key features for them more relevant within Human Rights and that they want to represent. After that they discover the technique they have to use for the representation in this station and start to prepare.</p> <p>THE DIFFERENT STATION (AND THE TECHNIQUES TO BE USED) ARE:</p> <ul style="list-style-type: none"> 🎵 music/song 🌀 spiral of words 🎨 drawing 🎭 mime <p>Step 3. each group has 15 minutes to visit each station and to get prepared.</p> <p>Step 4. back in plenary, each group is representing on the stage, using the four techniques and the key features for them more relevant within the Human Rights. It follows a discussion in plenary of the most recurrent elements appeared.</p>

TITLE	HRs Creation and Evolution
TOPIC/S	Human Rights
AIM	To run the second step within the Human Rights history and to detect some of the most representative pillars and crucial moments
TOOL TYPE	Work in group, sketches and plenary
MATERIAL	/
DURATION	90 minutes
DESCRIPTION	<p>The activity is organized according to the following steps:</p> <p>Step 1. participants are divided in 5 groups. Each group receives a piece of paper with a "macro-block" in the history of Human Rights. NOTE: please have a look to the Handout below for the whole timeline. For a matter of effectiveness, the whole timeline, which is very long, is divided in 5 "macro-blocks", and then each group receive one. It will facilitate the understanding and the representation.</p> <p>Step 2. each group has to carefully read all the events within their "macro-block" and then pick up the more relevant they want to represent. NOTE: each group can choose one or more events to be represented, but the time allocated for the representations will be anyway the same. For all the groups, the technique for the representation is the Fairy Tale.</p> <p>Step 3. once on the stage, each group in turn is representing the events they chose as the most relevant within their "macro-block". NOTE: at the end there is not a final plenary, because the closure of this activity will be done in the upcoming one "HRs Timeline".</p> <p>See Handout below. Source: http://ehistory.osu.edu/world/TimeLineDisplay.cfm?Era_id=4</p>

HANDOUT_HRs CREATION and EVOLUTION

3100-2850 BC: Menes (pharaoh of Egypt) established codes of conduct for the Egyptian civilization.
3000 BC: Sumerians develop Cuneiform writing
2630 BC: First pyramid constructed in Egypt; Imhotep is first known architect
2575 - 2134 BC: Old Kingdom of Egypt
2350 BC: Urukagina (governor) created a code against corruption seeking freedom and equality in Lagash, Mesopotamia. This is the first example of a legal code in recorded history
2200 BC: Legendary Xia Dynasty in China
1792-1750 BC: Hammurabi (Babylonian King) state the first written law code: the Code of Hammurabi (282 laws with punishments, with "an eye for an eye, a tooth for a tooth" principle)
18th-15th Century BC: Moses wrote The Five Books (The Torah) the first part of the Hebrew Bible. Also, Moses proclaimed the Ten Commandments -a code of conduct toward others-
100- or 800-500 BC: Ancient prose Upanishads (collection of texts that are the basis of the Hindu religion) are written. In them you can find the belief that individual actions have ongoing moral consequences
539 BC: Cyrus the Great (ruler of the Persian Empire) established reforms that are written in the Cyrus Cylinder: protected religious freedom and diversity. The cylinder is considered a precursor of the human rights declaration
551-479 BC: K'ung Fu Tzu or Confucius establishes the Confucianism. The highest virtue: "Jen" is the principle "to love all men."
509-44 BC: Rome Republic, Roman values emphasize selfless service to the community, individual honour, the necessity of the law (they had a judicial justice), and shared power and decision making. The Roman form of government and the Roman form of law become the basis for many later European legal codes still in use today
479-431 BC: A Golden Age takes place in Athens, under the leadership of Pericles. Athens experimented with Democracy having direct participation of only free Athenian male citizens in the making of laws in the assembly on the basis of majority rule
469-391 BC: Chinese philosopher Mo-Zi expands on Confucian principles and advances the philosophy of "universal love" as a guiding principle of life

<p>451-449 BC: The centrepiece of the constitution of the Roman Republic: The Twelve Tables are created to prevent public officials from adjudicating the law based on their own preferences. The Twelve Tables become such a symbol of Roman justice that children were required to memorize them</p>
<p>500 - 400 BC: The Four Vedas: The oldest scriptures of Hinduism are written. They establish a spiritual precedent found in later religions</p>
<p>269-231 BCE: The Edicts of Ashoka are a series of edicts made by the Emperor Ashoka of the Mauryan dynasty (ancient India) throughout his empire, protecting the rights of the poor and vulnerable; they emphasize goodness, kindness and generosity. They describe the first wide expansion of Buddhism</p>
<p>II B.C - 1 A.D: Code of Manu, an ancient Hindu collection of rules of conduct in private and social life according to the system of views and the religious dogmas of Brahmanism that was dominant in ancient Indian slaveholding society</p>
<p>AD 161: The Institutes of Gaius, was an introductory textbook of legal institutions. The book formed the basis of legal education and jurisprudence for much of the Roman Empire's later history. It was Gaius who drew a distinction between jus civile, or Roman laws, and jus gentium, the "laws of nations," which regulated interactions between Romans and non-Romans. His principle of jus gentium assumed that some legal concepts could be universally applicable, a fundamental principle of human rights law</p>
<p>45-44 BCE: Cicero writes his philosophical works on humanitas, which emphasize goodwill towards humanity</p>
<p>27 B.C.- 476: Roman Empire develops natural law; rights of citizens</p>
<p>7 B.C.: Draco (the first legislator of Athens in Ancient Greece) replaced the prevailing system of oral law and blood feud by a written code to be enforced only by a court</p>
<p>6 B.C: Solon (Athenian statesman, lawmaker, and poet) creates the Solonian Constitution with the objective of revise or abolish the older laws of Draco and creates an equalitarian Greece</p>
<p>30: Jesus of Nazareth, the central figure of the Christian faith, preaches virtues of "love thy neighbour as thyself" and for those without sin to "cast the first stone."</p>
<p>1st Century: The Tripitaka (the sacred texts of Buddhism) is transferred from oral to written tradition, establishing Buddhist community codes of conduct to maintain a harmonious spiritual community</p>
<p>476-1453: Medieval theology holds that infidels and barbarians are not entitled to humanistic considerations</p>

<p>6th Century: The teachings of Muhammad (the last prophet sent by god for mankind in Muslim beliefs) are outlined in the Qur'an, which emphasizes racial and religious tolerance, charity and equality</p>
<p>622: The Charter of Medina was a formal agreement between Muhammad (who created the document) and all of the significant tribes and families of Yathrib (later known as Medina), including Muslims, Jews, Christians and pagans. Muhammad was quite a libertarian by the standards of his day, protecting religious freedom, granting women greater autonomy, and ending ethnic segregation policies</p>
<p>1096-1204: Pope Urban II launches the First Crusade was a military expedition by Roman Catholic Europe to regain the Holy Lands taken in the Muslim conquests of the Levant (632–661) from the Seljuk Turks. Subsequent crusades follow</p>
<p>1100: The Charter of Liberties (or the Coronation Charter), was a written proclamation by the King Henry I of England. It tried to bind the King to certain laws regarding the treatment of church officials and nobles. It was more a guarantee of royal good behaviour than anything we would recognize as a human rights agreement. Still, it set the precedent of an English monarch voluntarily restricting his own power. It is considered a landmark document in English legal history and a forerunner of Magna Carta</p>
<p>1215: After England suffers a defeat at the Battle of Bouvines, English Barons rebel against King John and force him to sign the Magna Carta. The charter established that free men are entitled to judgment by their peers and that even the king is not above the law. The Magna Carta of 1215 established basic due process rights for nobles, limited the power of the throne, and formed the basis of bills of rights for centuries to come. While it wasn't particularly libertarian, and (like its predecessor, the Coronation Charter) was more about rights voluntarily granted than rights universally owed, it remains central to the development of the British and American criminal justice systems.</p>
<p>1450-1500: The Iroquois Constitution is created, forming a confederacy of five independent American nations: Mohawk, Onondaga, Seneca, Oneida, and Cayuga (the Tuscarora nation is added around 1715 to the confederacy). The constitution establishes a democratic government with rights and responsibilities of elected officials, a system for the creation of laws and arbitration of disputes between nations, a religion with a belief in a creator, laws governing birth, adoption, and death/funeral rights, rights of foreign nations, and a process for declaring and conducting war. The Iroquois Constitution becomes one of the influential documents in the creation of the U.S. Constitution</p>
<p>1492-1537: Colonization of Western Hemisphere culminates in massacre of the Incas by the Spanish Conquistadors causing some theologians to challenge the means employed to enforce God's laws</p>
<p>1500-1550: Conquistadors embark on expeditions to Central and South America, which lead to the conquest of the Aztec and Inca civilizations</p>
<p>1583-1645: Hugo Grotius (Dutch jurist) with Francisco de Vitoria and Alberico Gentili laid the foundations for international law, based on natural law. Grotius speaks of brotherhood of humankind and the need to treat all people fairly</p>

<p>1628: The British Parliament refuses to approve new taxes until King Charles I signs the British Petition of Right. The petition prohibits the monarch from arresting people on an arbitrary basis and from housing troops in private homes without owners' consent</p>
<p>1634: Maryland is founded as a Catholic colony with religious tolerance</p>
<p>1647: Rhode Island assembly drafts constitution established freedom of conscience, separating church and state</p>
<p>1648: The Treaty of Westphalia ends the Thirty Years' War (a series of wars principally fought in Central Europe, involving most of the countries of Europe) and the Eighty Years' War (between Spain and the Dutch Republic). The treaty provides a basis for greater religious tolerance in the international sphere and establishes national sovereignty</p>
<p>1679: The Habeas Corpus Act is an Act of the Parliament of England that gives anyone who is detained the right to a fair trial within a certain amount of time, examining the lawfulness of a prisoner's detention</p>
<p>1688-1689: The British Parliament offered the crown to Prince William of Orange who takes power in a bloodless revolution. The Glorious Revolution represented the destruction of divine-right monarchy and asserted the supremacy of the Parliament</p>
<p>1689: William of Orange is allowed to take the throne only if he signs the British Bill of Rights. The English Bill of Rights was the most advanced document of its kind at the time, guaranteeing free speech in parliament, the right to bear arms, the right to petition leaders, and certain due process rights</p>
<p>1690: John Locke writes about the notions of natural rights of life, liberty and property in his Two Treatises on Government</p>
<p>18th Century: The Enlightenment appears across Europe. Philosophers triumph reason and the belief that human beings have the ability to create better societies for themselves</p>
<p>1748: Charles de Secondat, Baron de Montesquieu writes Spirit of the Laws a treatise on political theory. Montesquieu pleaded in favour of a constitutional system of government and the separation of powers (He sets for the theory of three branches of government: executive, legislative and judicial) the ending of slavery, the preservation of civil liberties and the law, and the idea that political institutions ought to reflect the social and geographical aspects of each community</p>
<p>1762: Jean-Jacques Rousseau writes The Social Contract, in which he argues that the "general will" reflecting the common interests of all people in a nation, is sacred and absolute</p>
<p>1776: The U.S. Declaration of Independence (a statement adopted by the Continental Congress on July 4, which announced that the thirteen American colonies, then at war with Great Britain, regarded themselves as independent states, and no longer a part of the British Empire) proclaims "that all men are created equal, that they are endowed by their Creator</p>

with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness"
1780: An "Act for the General Abolition of Slavery" passes the Pennsylvania Assembly. It is the first of such legislation passed in America
1783: The Massachusetts Supreme Court outlaws slavery in the state, citing the state's constitution that "all men are born free and equal."
1786: The Virginia Statute of Religious Freedom written by Thomas Jefferson becomes part of the state's law. The statute provides the basis for the separation of church and state and promotes the freedom of the individual to practice any religion
1787: From May to August the Federal Convention convened in the State House in Philadelphia to revise the Articles for the United States Constitution. The delegates debated, and redrafted the articles of the new Constitution. The Constitution stands as a model of cooperative statesmanship and the art of compromise. Nine states ratify it the following year
1789: French Declaration of the Rights of Man and of the Citizen is adopted, stating that "men are born and remain free and equal in rights." The Declaration also states that "every man is presumed innocent until he is proven guilty" and asserts that the law "is an expression of the general will."
1789: During the debates on the adoption of the Constitution, its opponents repeatedly charged that the Constitution as drafted would open the way to tyranny by the central government. They demanded a "bill of rights" that would spell out the immunities of individual citizens. On September 25, 1789, the First Congress of the United States therefore proposed to the state legislatures 12 amendments to the Constitution. The first 10 amendments of the Constitution are known as the Bill of Rights. They provide immunities for the individual to protect against tyranny. Among the rights are the notions of freedom of speech and of the press, as well as the right to a fair trial
1791 <ul style="list-style-type: none"> • The U.S. Bill of Rights is ratified • Olympe de Gouges (French playwright and political feminist activist) writes the Declaration of the Rights of Women and urges women to "join in all activities of men" and thus assert their equality with men
1792: Mary Wollstonecraft (British feminist) writes the Vindication of the Rights of Women, she maintains that women are human beings deserving of the same fundamental rights as men
1798: The Alien and Sedition Acts were four bills passed by the Federalists in the 5th United States Congress signed into law by President John Adams. They limit the freedoms of speech and of the press and constrict the rights of the foreign born
1807: The United States Congress outlaws the importation of African slaves into the United States. Nevertheless, some 250,000 slaves are illegally imported between 1808 and 1860

<p>1814-1815: The Congress of Vienna is held by the states that defeated Napoleon (Austria, Great Britain, Russia, France, and Prussia). International concern for human rights is demonstrated for the first time in modern history. Freedom of religion is proclaimed, civil and political rights discussed, and the slave trade is condemned</p>
<p>1830: The U.S. Congress passes the Indian Removal Act in order to free land for settlement. The Act forces 70,000 Native Americans to relocate. The long trek westward became known as the "Trail of Tears" because of such a high death rate during the relocation</p>
<p>1833: The British Parliament passes the Abolition Act, which abolishes the slave trade in the British Empire</p>
<p>1842: Treaty of Nanking signed on 29 August marks the end of the First Opium War (1839–42) between the United Kingdom of Great Britain, Ireland and the Qing Dynasty of China. It was the first of what the Chinese called the unequal treaties because Britain had no obligations in return. The Chinese government was forced to cede Hong Kong to Great Britain forever, pay an indemnity of \$100 million, and open up four large cities to foreign trade with low tariffs</p>
<p>1841: Russia, France, Prussia, Austria, and Great Britain sign the Treaty of London abolishing slavery</p>
<p>1848: Some 200 women and men meet in Seneca Falls, New York, to draft a "bill of rights" outlining the social, civil, and religious rights of women</p>
<p>1853-1854: After several unsuccessful American attempts to establish commercial relations with Japan, Commodore Matthew Perry arrives in Edo Bay and forces Japanese to sign a treaty with the United States that opened two ports to American trade</p>
<p>1857: Dred Scott vs Sandford case was a decision by the U.S. Supreme Court. It held that the federal government had no power to regulate slavery in the territories, and that people of African descent (both slave and free) were not protected by the Constitution and were not U.S. citizens. So, Dred Scott as a person of African ancestry, was not a citizen of the United States and therefore had no right to sue in federal court</p>
<p>1861: Tsar Alexander II issues the Edict of Emancipation, which frees the serfs (unfree peasant) in Russia</p>
<p>1863: The Emancipation Proclamation is an executive order issued by the United States President Abraham Lincoln on January 1, during the American Civil War. It was based on the president's constitutional authority as commander in chief of the armed forces; it was not a law passed by Congress. It proclaimed all slaves in Confederate territory to be forever free. Henry Dunant founds the International Committee of the Red Cross in response to the lack of treatment of wounded soldiers on the battlefield of Solferino (the last major battle in world history where all the armies were under the personal command of their monarchs, was between France, Austria and Sardinia)</p>

<p>1864: The Convention for the Amelioration of the Condition of Armies in the Field (First Geneva Convention) is signed on August 22 by several European states, outlining the rules for protecting the wounded in wartime and grants immunity to hospital staff and the Red Cross during war</p>
<p>1864: The Convention for the Amelioration of the Condition of Armies in the Field (First Geneva Convention) is signed on August 22 by several European states, outlining the rules for protecting the wounded in wartime and grants immunity to hospital staff and the Red Cross during war</p>
<p>1865: The Thirteenth Amendment to the United States Constitution, abolishing slavery in the United States, takes effect on December 18</p>
<p>1866: The Civil Rights Act of 1866 passes with one vote over President Andrew Johnson's veto. The Act proclaims that all persons born in the United States are U.S. citizens without regard to race or colour. The American Equal Rights Association (AERA), also known as the Equal Rights Association, was an organization formed by women's rights and black rights activists in 1866 in the United States. Its goal was to join the cause of gender equality with that of racial equality. Tensions between proponents of the dissimilar goals caused the AERA to split apart in 1869</p>
<p>1868: The Fourteenth Amendment to the United States Constitution is ratified on July 28. The amendment declares that no state shall "deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."</p>
<p>1869: The National Women Suffrage Association (NWSA) is founded in New York City in response to a split in the AERA</p>
<p>1870: The Fifteenth Amendment to the Constitution, which states that "the right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, colour, or previous condition of servitude," goes into effect on March 30</p>
<p>1880-1914: European imperialism reaches its climax. During this time, European nations not only continued to send migrants, money, and manufactured goods around the world, but also sought to create or enlarge their political empires. The new imperialism was aimed primarily at Africa and Asia as Africans and Asians are put under the political rule of Europeans</p>
<p>1882: The U.S. Congress passes the Chinese Exclusion Act. It was one of the most significant restrictions on free immigration in U.S. history</p>
<p>1884-1885 CE: The Berlin Conference divides Africa amongst the European powers without any regard to the indigenous people. The conference also agrees to work to stop slavery and the slave trade in Africa</p>
<p>1885: A Woman Suffrage Society is founded in Norway</p>

<p>1888-1889: An Australian Women Suffrage League and a Danish Women Suffrage Society are founded. The Brussels Conference (full title: Convention Relative to the Slave Trade and Importation into Africa of Firearms, Ammunition, and Spirituous Liquors) was a collection of anti-slavery measures signed in Brussels on 2 July</p>
<p>1893: New Zealand becomes the first nation to grant women the right to vote</p>
<p>1894-1899: Alfred Dreyfus, a Jewish officer in the French army, is convicted of treason based on fabricated evidence by the French Army. The "Dreyfus Affair" divides French society and is representative of anti-Semitic feelings in Europe at the time. Dreyfus was pardoned in 1899</p>
<p>1896: In Plessy v. Ferguson, the U.S. Supreme Court rules that segregation is constitutional as long the facilities are "separate but equal."</p>
<p>1901: Henry Dunant (founder of the Red Cross) and Frederic Passy (a leading international pacifist) are awarded the first Nobel Peace Prize</p>
<p>1902: The Australian Parliament passes the Commonwealth Franchise Act denying "aboriginal natives of Australia, Asia, Africa or the Islands of the Pacific except New Zealand" the right to vote. In 1902, the International Alliance of Women for Suffrage and Legal Citizenship was founded by leading American suffragists at a meeting in Washington attended by women from eleven countries.</p>
<p>1904: Meeting in Berlin formally constituted the International Woman Suffrage Alliance (IWSA). They met regularly until the outbreak of war in 1914</p>
<p>1907: Central American Peace Conference provides for the right of aliens to appeal to courts where they reside</p>
<p>1909: The National Association for the Advancement of Coloured People (NAACP) is founded in New York City for the purpose of improving the conditions of coloured people</p>
<p>1914: First World War begins. With new weapons, civilian populations become victims of expanded warfare. As a reaction, a new sense of international morality begins to emerge</p>
<p>1915-1920: The Armenian genocide was the Ottoman government's systematic extermination of its minority Armenian subjects from their historic homeland in the territory constituting the present-day Republic of Turkey. Was implemented in two phases: the killing of the able-bodied male population through massacre and forced labor, and the deportation of women, children, the elderly and infirm on death marches to the Syrian Desert. It is estimated that one and a half million Armenians died during the genocide</p>
<p>1917: The U.S. Congress passes the Asiatic Barred Zone Act, prohibiting immigration to the United States from mostly Asian countries</p>
<p>1918: The Australian Parliament passes the Aboriginal Ordinance entering in the "protectionist era" in which the state takes away many of the basic rights of the aboriginal</p>

populations. The U.S. Congress passes the U.S. Sedition Act. It forbade the use of "disloyal, profane, scurrilous, or abusive language" about the form of government of the United States, its flag, or its armed forces or that caused others to view the American government or its institutions with contempt

1919

- At the end of the Great War (World War I), The Treaty of Versailles requires that Kaiser Wilhelm II be placed on trial for a "supreme offense against international morality and the sanctity of treaties." Kaiser Wilhelm seeks exile in Holland, which refuses demands to extradite him. Regardless, for the first time in history, nations seriously considered imposing criminal penalties on heads of state for violations of fundamental human rights
- During the Paris Peace Conference other treaties stress minorities' rights, including the right of life, liberty, freedom of religion, right to nationality of state of residence, complete equality with other nationals of the same state, and the exercise of civil and political rights. The International Labor Organization (ILO) is established to advocate for human rights represented in labor law, encompassing concerns such as employment discrimination, forced labor and worker safety
 - The Pan-African Congress meets and petitions the Paris Peace Conference that Africans take part in governing their land "as fast as their development permits" until African colonies are granted home rule
 - The Women's International League for Peace and Freedom is established
- The League of Nations Covenant is signed as part of the Treaty of Versailles. The mission of the League is "to promote international co-operation and to achieve international peace and security." For the first time in history, collective security is introduced on an international scale

1919-1920: The U.S. Senate rejects the Treaty of Versailles

1920

- League of Nations Covenant requires members to "endeavor to secure and maintain fair and humane conditions of labor for men, women and children," "secure just treatment of the native inhabitants of territories under their control, "and take measures for the prevention and control of disease." Out of these provisions grows work of International Labor Organization
- The Nineteenth Amendment to the United States Constitution, granting women the right to vote, is ratified on August 26

1922: The International Federation of Human Rights Leagues, composed of fourteen national human rights organizations, is established

1924

- The Immigration Act of 1924 passes in the U.S. Congress, barring "aliens ineligible to citizenship," effectively excluding Asians from entry, and stipulating that only whites may be naturalized as U.S. citizens
- The U.S. Congress passes the Snyder Act, which grants all Native Americans born in the United States full U.S. citizenship

1926: The Geneva Conference passes a Slavery Convention, demonstrating international agreement to end all conditions of slavery worldwide

1928

- The 27 of August, 15 countries signed the Kellogg-Briand Pact (also called the Pact of Paris), reflected the movement to outlaw war to prevent a recurrence of the outrage of World War I. The treaty renounced war as an instrument of national policy, and stated that nations should resolve their disputes by pacifist means
 - British women gain the right to vote

1930: The ILO passes the Convention Concerning Forced or Compulsory Labour, in which each of the member states agree "to suppress the use of forced or compulsory labour in all its forms within the shortest possible time."

1932: In Brazil, women gain the right to vote

1933 – 1936: During the first term of the United States President Franklin D. Roosevelt, a series of presidential executive orders or laws passed by Congress in response to the Great Depression. These laws were called the New Deal and focused on: Relief for the unemployed and poor; Recovery of the economy to normal levels; and Reform of the financial system to prevent a repeat depression

1934: The United States Congress passes the Indian Reorganization Act, which restores tribal ownership of reservation lands and establishes a credit fund for land purchases by Native Americans

1933-1945: Adolph Hitler's Nazi regime comes to power in Germany on January 30, 1933. The period from this date through the end of the Second World War (May 8, 1945) is remembered as the "Holocaust"

1933-1939: A series of discriminatory laws are passed in Germany (the "Laws of April" and the "Nuremberg Laws") which progressively exclude people of Jewish ancestry from employment, education, housing, healthcare, marriages of their choice, pension entitlements, professions such as law and medicine, and public accommodations such as theatres, cinemas and vacation resorts

1935-1953: Joseph Stalin uses the murder of Sergei Kirov, probably ordered by Stalin himself, to launch a reign of terror. During the Russian Purges, it is estimated that some 20 million Russian citizens were killed or died in the Gulags, a vast majority for crimes they never committed

1939: Germany invades Poland starting the Second World War

1939-1945: During World War II, 6 million European Jews are exterminated by Hitler's Nazi regime. Millions of others civilians (Gypsies, Communists, Soviet POWs, Poles, Ukrainians, people with disabilities, labour unionists, "habitual" criminals, Socialists, Jehovah's Witnesses, homosexuals, Free Masons and indigent people such as vagrants and beggars) are forced into concentration camps, subjected to ghastly "medical" experiments, starved, brutalized, murdered

1941

- United States President Franklin D. Roosevelt, in a speech before the United States Congress, identifies "Four Freedoms" as essential for all people: freedom of speech and religion, freedom from want and fear
- United States President Franklin D. Roosevelt and British Prime Minister Winston Churchill adopt the Atlantic Charter, in which they state their hope, among other things, "that all men in all the lands may live out their lives in freedom from want and fear."

1942

- Following the attack on the United States by Japan on December 7, 1941, the U.S. government forcibly moves some 120,000 Japanese-Americans from the western United States to detention camps; their exclusion lasts three years. Some 40 years later, the government acknowledges the injustice of its actions with payments to Japanese-Americans of that era that are still living
- Rene Cassin of France urges that an international court be created to punish those guilty of war crimes

1943: The Magnuson Act passes the U.S. Congress, lifting the prohibitions of citizenship for people of Asian descent

1944: Representatives from the United States, Great Britain, the Soviet Union and China meet at Dumbarton Oaks (a historic estate in the Georgetown neighborhood of Washington, D.C. It was the residence and gardens of Robert Woods Bliss (1875–1962) and his wife Mildred Barnes Bliss (1879–1969).) to create the foundation for the United Nations

1945: The United Nations (UN) is established. Its Charter states that one of its main purposes is the promotion and encouragement of "respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language or religion."

1945-1949: In the trials at Nuremberg, the Allied powers prosecute Nazi leaders for war crimes and crimes against humanity. It is the first criminal trial in history to prosecute crimes committed by individuals during wartime

1946-1948: The Tokyo War Crime Trials take place under the Direction of General Douglas MacArthur. As in Nuremberg, Japanese leaders were tried for "crimes against peace" and military officials are tried for "conventional war crimes" and "crimes against humanity."

1946

- Commission on Human Rights established by the UN Economic and Social Council (ECOSOC)
 - Commission on the Status of Women is established by ECOSOC (where it was originally a sub-commission of the Commission on Human Rights)
 - Following the Nuremberg trials, an international conference is held in Paris to establish an international criminal code. Out of this meeting, the International Criminal Court is born. A permanent tribunal to prosecute individuals for genocide, crimes against humanity, war crimes, and the crime of aggression
- U.S. President Harry S. Truman creates The President's Commission on Civil Rights. The committee's terms of reference were: to examine the condition of civil rights in

the United States, to produce a written report of their findings, and to submit recommendations on improving civil rights in the United States

1947: India receives its independence after years of non-violent protests led by Mahatma Gandhi

1948

- The ILO passes the Convention on the Freedom of Association and Protection of the Right to Organize
- The Organization of American States (OAS) adopted the Declaration of the Rights of Man
- The UN adopts the Convention of the Prevention and Punishment of the Crime of Genocide
- The UN General Assembly adopts the Universal Declaration of Human Rights, the primary international articulation of the fundamental and inalienable rights of all human beings and the first comprehensive agreement among nations with regards to the specific rights and freedom of all human beings

1948 – 1994: The government of South Africa begins enacting more rigorous and authoritarian segregation laws that cement the ideology of apartheid (Literally translated it means 'the status of being apart') into law. The laws detail how and where the colored population lives and works, strip the colored population of their ability to vote, and go to great length to maintain white racial purity. The rights of the majority black inhabitants of South Africa were curtailed and white supremacy and Afrikaner (a Germanic ethnic group in Southern Africa descended from Dutch, French and German settlers) minority rule was maintained

1949

- The Australian Parliament passes the Social Services Consolidation Act, which provides a number of federal benefits to Aboriginal natives of Australia who meet qualifications that were largely in accord with Parliament's assimilationist policy towards the Aboriginal people
 - The ILO adopts the Right to Organize and Collective Bargaining
- The Diplomatic Conference for the Establishment of International Conventions for the Protection of Victims of War (Geneva Convention) approves standards for more humane treatment for prisoners of war, the wounded and civilians
- The Statute of the Council of Europe asserts that human rights and fundamental freedoms are the basis of the emerging European system
 - Women gain the right to vote in China.

1950

- The UN adopts the European Convention on Human Rights and the Convention for the Suppression of Traffic in Persons and Exploitation or Prostitution of Others
- The Mattachine Society organizes in Los Angeles to fight discrimination against gays in housing, employment and assembly, and to lobby for the enactment of a bill of rights for gays

1951: The Office of the United Nations High Commissioner for Refugees is established by the United Nations General Assembly. The agency is mandated to lead and co-ordinate international action to protect refugees and resolve refugee problems worldwide. The agency

is to ensure that everyone can exercise the right to seek asylum and find safe refuge in another State, with the option to return home voluntarily, integrate locally or to resettle in a third country

1952

- The U.S. Congress passes the Immigration and Nationality Act (also known as the McCarran-Walter Act), which ends the last racial and ethnic barriers to naturalization of aliens living in the U.S., but reduces the ethnic quotas for immigrants to the U.S. from Eastern and South-eastern Europe
- The UN adopts the Convention on Political Rights of Women (entered into force on 7 July 1954)

1953: The Council of Europe creates the European Commission on Human Rights and the Court of Human Rights

1954: The United States Supreme Court rules in Brown v. Board of Education that racial segregation in public schools is unconstitutional

1955

- The Daughters of Bilitis is founded in San Francisco as an organization to work for the acceptance of lesbians as respectable citizens of society
 - The U.S. adopts the Standard Minimum Rules for the Treatment of Prisoners

1957

- The United States Congress approves a civil rights bill, to protect voting rights for African-Americans
 - The UN adopts the Convention on Nationality of Married Women
 - The ILO adopts the Convention Concerning Abolition of Forced Labour
 - The ILO adopts the Convention Concerning Indigenous and Tribal Populations

1958: Convention Concerning Discrimination in Employment and Occupation (ILO) is adopted

1960

- The Inter-American Commission on Human Rights is established as an advisory body to the Organization of American States
- The Convention Against Discrimination in Education is adopted by the UN Educational, Scientific and Cultural Organization (UNESCO)
- Following an anti-apartheid protest challenging a law dictating where coloured people can go, at which 69 protesters are killed by police, the South African government bans the African National Congress (ANC) and other opposition groups

1961

- President John F. Kennedy appoints Eleanor Roosevelt to head the first Presidential Commission on the Status of Women
- The European Social Charter defines economic and social rights for member states of the Council of Europe
 - Peter Benenson founds Amnesty International

1962

- The National Farm Workers (later known as the United Farm Workers of America) is organized by Cesar Chavez to protect migrant American farm workers, most of whom were Hispanic
- Voting rights, though not compulsory, are extended to all Aborigines and Torres Strait Islanders by the Australian Parliament. (In 1984 the electoral law is changed to remove any distinctions between indigenous peoples and other citizens.)

1963: The Organization of African Unity is established in Addis Ababa, on signature of the OAU Charter by representatives of 32 governments. Dedicated to African self-determination and the advancement of the African people

1964

- Martin Luther King, Jr. wins the Nobel Peace Prize
- Nelson Mandela and seven other leaders of the African National Congress (ANC) are convicted of sabotage and sentenced to life in prison by the South African government for protesting the apartheid policies in South Africa

1965

- International Convention on the Elimination of All Forms of Racial Discrimination (UN) is adopted
- The U.S. President Lyndon B. Johnson signs the Immigration Act of 1965, eliminating the ethnic quotas established under the McCarran-Walter Act of 1952
- The UN adopts the International Convention on the Elimination of All Forms of Racial Discrimination

1966

- The UN adopts and opens for signature the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights. Together these documents further developed the rights outlined in the Universal Declaration of Human Rights
- The UN sets up the Optional Protocol to the International Covenant on Civil and Political Rights, allowing individuals to charge violations of human rights

1966-1976: Mao Zedong begins a "purification" of leftist ideas known as the Cultural Revolution in China, resulting in a decade of internal unrest and violence as thousands of Chinese citizens are killed by their own government

1968

- The UN adopts the Convention on Non-Applicability of Statutory Limitations to War Crimes and Crimes Against Humanity
- The First World Conference on Human Rights is held in Tehran. The United Nations convened member states to evaluate the failures and successes of human rights promotion since the adoption of the Universal Declaration of Human Rights and to work toward the elimination of racial discrimination and apartheid. René Cassin wins the Nobel Peace Prize for drafting the Universal Declaration of Human Rights

- The U.S. Congress passes the Architectural Barriers Act, requiring that all facilities supported with federal funding be designed in such a way as to be fully accessible to individuals with disabilities.

1969

- The Organization of American States (OAS) adopts the American Convention on Human Rights
 - The Stonewall Riots in New York City began a movement for gay rights
- The Gay Liberation Front (GLF) is founded; the Gay Activists Alliance breaks away from the GLF
 - Homosexuality is decriminalized in Canada
 - A Committee for Homosexuality is formed in the UK

1970: The Campaign Against Moral Persecution, also known as C.A.M.P., was founded in Sydney and was one of Australia's first gay rights organisations

1972

- The United States Senate approves a constitutional amendment, the Equal Rights Amendment, banning discrimination against women because of their sex. The amendment is later defeated for lack of sufficient ratification among the states
- Title IX is passed, guaranteeing that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational programs or activity receiving federal financial assistance"

1973

- International Convention on Suppression and Punishment of the Crime of Apartheid (UN) is adopted
- Roe v. Wade, is a landmark decision by the United States Supreme Court on the issue of abortion. Decided simultaneously with a companion case, Doe v. Bolton, the Court ruled that a right to privacy must be balanced against the state's two legitimate interests in regulating abortions: protecting prenatal life and protecting women's health
- The UN adopts the International Convention on the Suppression and Punishment of the Crime of Apartheid. On September 11, a bloody military coup overthrows Chilean President Salvador Allende and a junta, led by General Augusto Pinochet, takes power. Pinochet quickly dissolves the Congress, suspends the constitution, criminalizes opposition political parties, and places strict limits on the media. During his seventeen-year dictatorship, Pinochet presides over the repression, torture, disappearance, and death of thousands of Chilean citizens who opposed his rule.

1975

- The Final Act of the Helsinki Conference on Security and Cooperation in Europe (CSCE) affirms the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social, and Cultural Rights. The conference establishes an on-going forum for East-West communication on human rights and humanitarian issues. This framework for international communication inspires the creation of many non-governmental organizations (NGOs) and citizens' groups that

will help monitor human rights and demand compliance with standards set by the UN and its member states

- The UN adopts the Declaration on Rights of Disabled Persons
- Andrei D. Sakharov wins the Nobel Peace Prize for his promotion of human rights in the Soviet Union
- Portugal becomes the last major power to relinquish its substantial colonial holdings in Africa. Many colonies, including Angola, Sao Tome and Principe, Cape Verde and Mozambique were finally freed of colonial rule

1976: The International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights takes effect after ratification of enough UN Member states. The U.S. delegation to the UN supports the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights

1977

- Amnesty International wins the Nobel Peace Prize
- A human rights bureau (an administrative unit of government) is created within the U.S. Department of State. Its first reports on human rights are issued this year
- U.S. President Jimmy Carter begins to institutionalize human rights agendas into American foreign policy

1978

- The National Coalition Against Domestic Violence is founded in the United States
- Human Rights Watch began in 1978 with the creation of Helsinki Watch, designed to support the citizens' groups formed throughout the Soviet bloc to monitor government compliance with the 1975 Helsinki Accords. Helsinki Watch adopted a methodology of publicly "naming and shaming" abusive governments through media coverage and through direct exchanges with policymakers
- The Camp David Accords were signed by Egyptian President Anwar El Sadat and Israeli Prime Minister Menachem Begin on 17 September 1978, following thirteen days of secret negotiations. Was one of the first steps toward peace between the Israelis and Palestinians

1979

- The UN adopts the Code of Conduct for Law Enforcement Officials and the Convention on the Elimination of All Forms of Discrimination Against Women
- The Organization of American States establishes the Inter-American Court of Human Rights

1980

- The U.S. Supreme Court orders the federal government to pay some \$120 million dollars to eight tribes of Sioux Indians in reparation for American Indian land that the government seized illegally in 1877
- The U.S. delegation to the UN supports the Convention on the Elimination of All Forms of Discrimination Against Women, which the U.S. Congress has yet to ratify

1981

- African Charter of Human and People's Rights is adopted by the Organization for African Unity (OAU)

- The UN adopts the Declaration on the Elimination of All Forms of Intolerance Based on Religion or Belief after nearly 20 years of drafting
- The International Labour Organisation adopts the Convention Concerning the Promotion of Collective Bargaining

1982: Principles of Medical Ethics (UN) is adopted

1983: The Arab Organization for Human Rights is formed

1984

- Convention Against Torture and Other Cruel, Inhumane or Degrading Treatment or Punishment (UN) is adopted
 - Desmond Tutu wins the Nobel Peace Prize

1985

- The Committee on Economic, Social, and Cultural Rights is established within the United Nations
 - The UN adopts the International Convention against Apartheid in Sports
- The U.S. Senate votes to impose economic sanctions on South Africa in protest against the government's apartheid policy
- The UN adopts the Nairobi Forward-looking Strategies for the Advancement of Women

1986: The UN adopts the Declaration on the Right to Development

1988

- After 40 years of lobbying by non-governmental organizations, the U.S. Congress ratifies the Convention on the Prevention and Punishment of the Crime of Genocide
- The UN ratifies the Body of Principles for Protection of All Persons Under Any Form of Detention of Imprisonment
- African governments create the African Commission on Human and Peoples' Rights

1989

- Dalai Lama wins the Nobel Peace Prize
 - In Tiananmen Square, Chinese authorities massacre student demonstrators struggling for democracy
- The UN adopts both the Convention on the Rights of the Child and the Second Optional Protocol to the International Covenant on Civil and Political Rights aimed at the abolition of the death penalty
- The International Labour Organisation adopts the Convention Concerning Indigenous and Tribal Peoples in Independent Countries
 - The Berlin Wall is dismantled

1990

- The Americans With Disabilities Act is signed into law, establishing "a clear and comprehensive prohibition of discrimination on the basis of disability."
- The World Summit for Children of the World adopts the Declaration on the Survival, Protection, and Development of Children and the Plan of Action for Implementing the World Declaration

- The UN adopts the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
- After 27 years of imprisonment, Nelson Mandela is released from Robben Island Prison on February 11

1990-1991: After the UN imposes sanctions on Iraq, the U.S. enters the Gulf War to protect the sovereignty of Kuwait and to maintain human rights in the area

1991: Aung San Suu Kyi wins the Nobel Peace Prize

1992

- United States ratifies the International Covenant on Civil and Political Rights
- The UN Security Council adopts a resolution to deploy the United Nations Protection Force in the former Yugoslavia
 - A UN Security Council resolution condemns "ethnic cleansing" in Bosnia and Herzegovina. Another Security Council resolution demands that all detention camps in Bosnia and Herzegovina be closed
- The UN adopts the Declaration on the Protection of All Persons from Enforced Disappearance
- The UN adopts the Declaration on the Protection of All Persons Belonging to National or Ethnic, Religious, and Linguistic Minorities
 - Rigoberta Menchu Tum wins the Nobel Peace Prize

1993

- Criminal Tribunal on the Former Yugoslavia is established in the Hague as an ad hoc international tribunal to prosecute persons responsible for crimes against humanity and war crimes since 1991. These trials represent the first international war crimes tribunal since the Nuremberg Trials following WWII
- The Second World Conference on Human Rights Convenes in Vienna, where the Vienna Declaration and Programme of Action is adopted
- The United Nations General Assembly creates the post of High Commissioner for Human Rights
 - The UN adopts the Declaration on the Elimination of Violence against Women
- Nelson Mandela and F.W. de Klerk are awarded the Nobel Peace Prize "for their work for the peaceful termination of the apartheid regime, and for laying the foundations for a new democratic South Africa."
- The U.S. adopts the policy "Don't Ask, Don't Tell, Don't Pursue" which gives the government the right to remove open homosexuals from military service

1994 – 2004: UN Decade for Human Rights Education is declared on December 23 (UN)

1994

- The first UN High Commissioner for Human Rights, Jose Ayala Laso, takes his post
- United States ratifies the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment
- An emergency session of the Commission on Human Rights convenes to respond to genocide in Rwanda
- The first UN High Commissioner for Human Rights, Jose Ayala Lasso, takes his post

- The U.S. Congress ratifies the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention Against Torture and Other Cruel, Inhumane, or Degrading Treatment or Punishment
- The U.S. delegation to the UN supports the Convention on the Rights of the Child, which remains unratified by the U.S. Congress. The Optional Protocols to the Convention on the Rights of the Child on the involvement of children in armed conflict and on the sale of children, child prostitution and child pornography are ratified by the U.S. Congress in 2002
- From April 26-29 South Africa holds the first election in the country where all races could vote. Nelson Mandela is elected president and the ANC wins 252 of the 400 seats in the National Assembly

1995

- The Beijing Declaration at the World Conference on Women declares that "Women's rights are human rights." The Platform for Action designed at the conference contains dozens of references to human rights pertaining to women
- The Truth and Reconciliation Commission is set up by the South African Government to address human rights violations under apartheid
- Aung San Suu Kyi, is a Burmese opposition politician and chairperson of the National League for Democracy (NLD) is released from house arrest in Burma

1996

- Jose Ramos Horta and Bishop Carlos Belo win the Nobel Peace Prize
- President Clinton signs the Defence of Marriage Act, denying the right of marriage to same-sex couples by defining marriage "only as a legal union between one man and one woman."

1997: Mary Robinson, former President of the Republic of Ireland, becomes the second UN High Commissioner for Human Rights

1998

- 50th Anniversary of the Universal Declaration of Human Rights marks a cornerstone event in humanity's struggle to recognize, promote, and protect human rights and fundamental freedoms
- Francis M. Deng, the UN Representative of the Secretary-General on Internally Displaced Persons, and a group of legal experts write the Guiding Principles on Internal Displacement, which establishes important guidelines concerning how governments can assist their displaced populations. However, the guidelines are not ratified or signed by any state
- General Augusto Pinochet is arrested for murder in London on a warrant from Spain requesting his extradition. The Spanish authorities issue the warrant pursuant to their investigation of allegations of murder, torture and disappearances of Spanish nationals in Chile between 1973 and 1990

1999

- John Howard, Australian Prime Minister, refuses to offer a formal national apology for Australia's mistreatment of aborigines

- The International Labour Organisation adopts the Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour

2000: The International Labour Organisation adopts the revised Maternity Protection Convention

2001: In response to the terrorist attacks of September 11th, the U.S. Congress ratifies the Patriot Act reducing the rights and freedoms of many Americans

2003-2004: In November 2003 the Massachusetts high court ruled that it would allow same sex marriage and the first gay marriages in the U.S. were performed on 17 May 2004

2003: The International Court of Justice rejects Yugoslavia's second challenge to the Bosnian Genocide claim, paving the way for oral hearings for the first time since the case was brought to the Court in 1993

2004

- Press reports describe the U.S. torture of Iraqi prisoners at Abu Ghraib Prison during and after the 2003 Iraq War
- President George W. Bush reacts to the legalization of gay marriage in Massachusetts by supporting a Constitutional Amendment to define marriage as between one man and one woman
- Genocide begins in the Darfur region of the Sudan as the Janjaweed have displaced millions. UN efforts thus far have been largely unsuccessful

2005: Two years after the invasion of Iraq by Coalition Forces to remove Saddam Hussein, the Iraqi people hold their first free election

TITLE	HRs Timeline
TOPIC/S	Human Rights
AIM	To run the second step within the Human Rights history and to detect some of the most representative pillars and moments
TOOL TYPE	Plenary
MATERIAL	/
DURATION	30 minutes
DESCRIPTION	<p>This activity is linked to the previous one "HRs Creation and Evolution" and it's meant as a summing up and closure.</p> <p>Indeed, after each group on the stage has represented the events/s they chose as the most relevant within their "macro-block", we are back in circle in plenary.</p> <p>Facilitators are showing a big flipchart with a timeline pre-set (already drawn) and make a short summary of the three generations of Human Rights.</p> <p>It's left space for the participants 'comments and for sharing the final conclusions.</p> <p>See Handout below.</p>

CIVIL AND POLITICAL RIGHTS (FIRST GENERATION RIGHTS)

These rights began to emerge as a theory during the seventeenth and eighteenth centuries and were based mostly on political concerns. They were based on the belief that people should have some influence over the policies that affected them. The two central ideas were those of personal liberty, and of protecting the individual against violations by the state

SOCIAL, ECONOMIC AND CULTURAL RIGHTS (SECOND GENERATION RIGHTS)

They concern how people live and work together and the basic necessities of life. They are based on the ideas of equality and guaranteed access to essential social and economic goods, services, and opportunities. They became increasingly a subject of international recognition with the effects of early industrialization and the rise of a working class

SOLIDARITY RIGHTS (THIRD GENERATION RIGHTS)

Although none of the rights listed in the UDHR has been brought into serious question in over 60 years, new treaties and documents have clarified and further developed some of the basic concepts. In this process it's important to have in mind that the idea behind the concept of "human dignity" has been changed and evolved. These new rights embrace collective rights of society or peoples and they are the right to sustainable development, to peace or to a healthy environment.

HRs in GENERAL – step 2

TITLE	Gallery
TOPIC/S	Human Rights
AIM	To develop a reflection on the main pillars within Human Rights and acknowledge the Articles of the Universal Declaration of Human Rights
TOOL TYPE	Plenary activity, exhibition
MATERIAL	Tables and the room set as a museum with an exhibition, post-it and pens, printed copy with the Handout
DURATION	45 minutes
DESCRIPTION	<p>Setting: the room is set as a museum hosting an exhibition (with graphics and definitions). Soft music on the background. Participants are entering the room and can move freely in the space, having a look to the different pictures and definitions.</p> <p>NOTE: leave close to each image and definition a set of post-it and give participants the possibility to add comments on the post-it. They can say if they agree or not with the definitions, and what do they think about the photos.</p> <p>It follows a debriefing to reflect on feelings and impressions. If there is enough time it's possible to ask each person "what are the 2 elements that surprised/touched, you the most?"</p> <p>The debriefing should be also structured to reflect on the way we do use "definitions", with the emphasis on the importance of developing a critical approach toward them.</p> <p>See Handout below.</p>

HANDOUT_THE GALLERY

Human rights are INALIENABLE

this means that you cannot lose them, because they are linked to the very fact of human existence, they are inherent to all human beings. In particular circumstances some – though not all – may be suspended or restricted. For example, if someone is found guilty of a crime, his or her liberty can be taken away; or in times of national emergency, a government may declare this publicly and then derogate from some rights, for example in imposing a curfew restricting freedom of movement

Human rights are INDIVISIBLE, INTERDEPENDENT AND INTERRELATED

this means that different human rights are intrinsically connected and cannot be viewed in isolation from each other. The enjoyment of one right depends on the enjoyment of many other rights and no one right is more important than the rest

Human rights are UNIVERSAL

which means that they apply equally to all people everywhere in the world, and with no time limit. Every individual is entitled to enjoy his or her human rights without distinction of “race” or ethnic background, color, sex, sexual orientation, disability, language, religion, political or other opinion, national or social origin, birth or other status

1948: adoption of the Universal Declaration on Human Rights

International Covenant on Civil and Political Rights (ICCPR) – 1976

the main legally binding instruments of worldwide application

International Covenant on Economic, Social and Cultural Rights (ICESCR) – 1976

the main legally binding instruments of worldwide application

Convention on the Rights of the Child – 1989

recognizes that children have human rights too, and that people under the age of 18 need special protection

International Convention on the Elimination of Racial Discrimination – 1965

prohibits and condemns racial discrimination and requires states parties to take steps to bring it to an end by all appropriate means

The Convention Against Torture and Other Forms of Cruel, Inhuman or Degrading Treatment – 1984

defines torture as "severe pain or suffering, whether physical or mental", this treaty requires states parties to take effective measures to prevent torture within their jurisdiction and forbid it

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) – 1979

focuses on the discrimination which is often systemically and routinely suffered by women through "distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women [...] in the political, economic, social, cultural, civil, or any other field"

Convention on the Rights of Persons with Disabilities – 2006

it marks a groundbreaking shift not only in its definition of people with disabilities but also in their recognition as equal subjects with full and equal human rights and fundamental freedoms

Convention on Enforced Disappearances - 2006

prohibits the "arrest, detention, abduction or any other form of deprivation of liberty" (Article 2), whether by state agents or others acting with the states' acquiescence, and accepts no exceptional circumstances

Convention on the Protection of the Rights of Migrant Workers and members of their Families - 1990

whether the migrant is documented and in a regular and legal situation or not, discrimination should not be suffered in relation to the enjoyment of rights such as liberty and security, protection against violence or deprivation of liberty

Article 1: Right to Equality

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood

Article 2: Freedom from Discrimination

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty

Article 3: Right to Life, Liberty, Personal Security

Everyone has the right to life, liberty and security of person

Article 4: Freedom from Slavery

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms

Article 5: Freedom from Torture and Degrading Treatment

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment

Article 6: Right to Recognition as a Person before the Law

Everyone has the right to recognition everywhere as a person before the law

Article 7: Right to Equality before the Law

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination

Article 8: Right to Remedy by Competent Tribunal

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law

Article 9: Freedom from Arbitrary Arrest and Exile

No one shall be subjected to arbitrary arrest, detention or exile

Article 10: Right to Fair Public Hearing

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him

Article 11: Right to be Considered Innocent until Proven Guilty

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed

Article 12: Freedom from Interference with Privacy, Family, Home and Correspondence

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks

Article 13: Right to Free Movement in and out of the Country

1. Everyone has the right to freedom of movement and residence within the borders of each State
2. Everyone has the right to leave any country, including his own, and to return to his country

Article 14: Right to Asylum in other Countries from Persecution

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations

Article 15: Right to a Nationality and the Freedom to Change It

1. Everyone has the right to a nationality

2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality

Article 16: Right to Marriage and Family

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State

Article 17: Right to Own Property

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property

Article 18: Freedom of Belief and Religion

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance

Article 19: Freedom of Opinion and Information

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20: Right of Peaceful Assembly and Association

1. Everyone has the right to freedom of peaceful assembly and association
2. No one may be compelled to belong to an association

Article 21: Right to Participate in Government and in Free Elections

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives
2. Everyone has the right to equal access to public service in his country

3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures

Article 22: Right to Social Security

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality

Article 23: Right to Desirable Work and to Join Trade Unions

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment
2. Everyone, without any discrimination, has the right to equal pay for equal work
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection
4. Everyone has the right to form and to join trade unions for the protection of his interests

Article 24: Right to Rest and Leisure

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay

Article 25: Right to Adequate Living Standard

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection

Article 26: Right to Education

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace
3. Parents have a prior right to choose the kind of education that shall be given to their children

Article 27: Right to Participate in the Cultural Life of Community

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author

Article 28: Right to a Social Order that Articulates this Document

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized

Article 29: Community Duties Essential to Free and Full Development

1. Everyone has duties to the community in which alone the free and full development of his personality is possible
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations

Article 30: Freedom from State or Personal Interference in the above Rights

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein

TITLE	HRs Cafeteria
TOPIC/S	Human Rights
AIM	To run the third step within the Human Rights history and to share the countries situation for what concerns Human Rights
TOOL TYPE	Work in small groups
MATERIAL	Flipchart, markers, A4 papers, post-it, pens and in case it's decided to extra "decorate" the cafeteria, all the stuff that can evocate a cafeteria
DURATION	90 minutes (10 minutes for the presentation + 20 minutes for each table * 3 tables + 20 minutes for the final restitution)
DESCRIPTION	<p>Setting: the room is organized as a cafeteria, there are 4 tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post-it and markers. Trainers and facilitators are dressed up as waiters, possibly with aprons and note books where to take the customers' orders.</p> <p>NOTE: all the details, being a simulation, are important, so if we want to add flowers, candies or any other staff reminding a cafeteria it's fine.</p> <p>Waiters welcome participants in the cafeteria and explain them what table join. Once all the participants are sitting on their table, it's presented the activity: in each table there is a relevant question to discuss. The questions are not presented in the same time, but the group members discover the new question when they join the new table.</p> <p>While participants are discussing, waiters are joining the tables taking the customers' orders and bringing them coffee, tea, biscuit, candies and fruit. In the same time, there is a table host in each table, who is keeping track of the main points of the discussions.</p> <p>NOTE: after each slot of time, participants can decide what is the next table they want to join. They cannot stay two rounds on the same table.</p> <p>Below the different spheres to discuss:</p> <ul style="list-style-type: none">  HRs and Media  HRs and Activism  HRs and Legal Framework <p>In the end of the activity, participants are back in plenary and the table hosts run a small recap of the main points of the discussions (no more than five minutes each).</p>

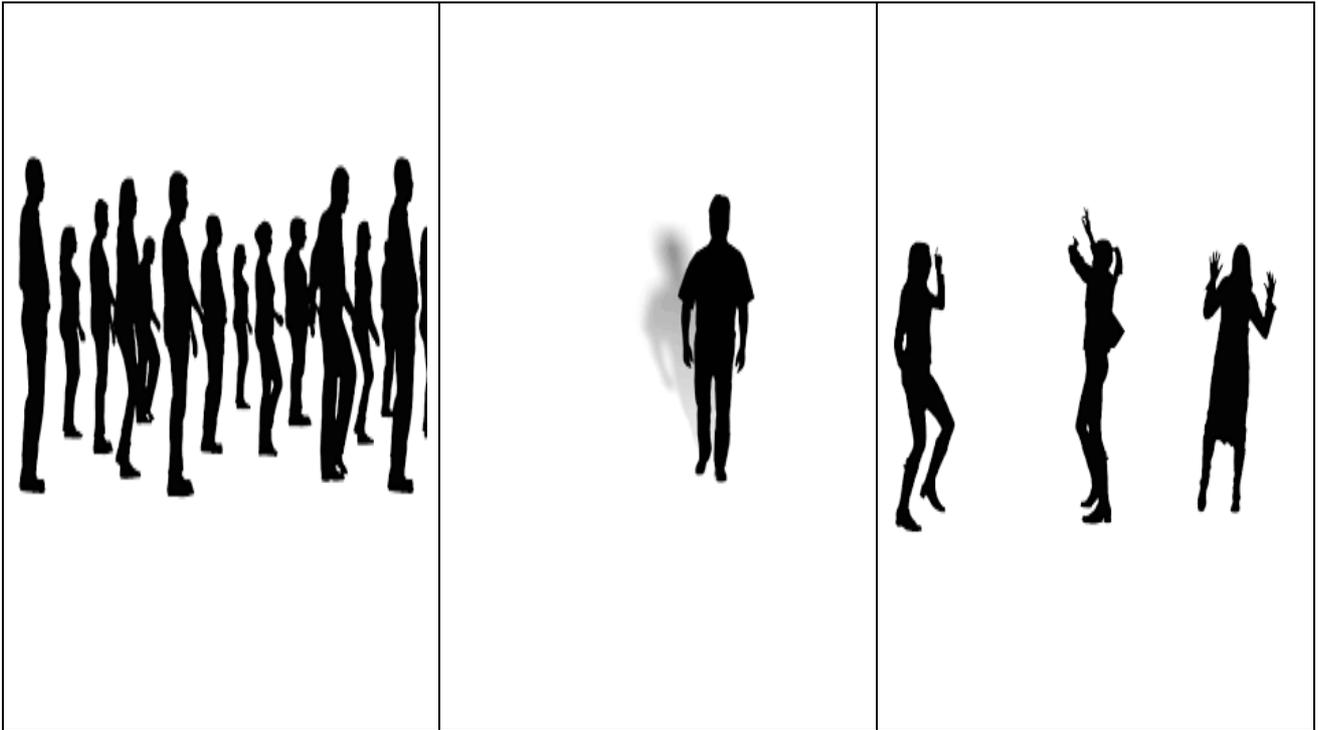
HRs in DEPTH

TITLE	Personal Stories
TOPIC/S	Human Rights from a more personal perspective
AIM	To make participants go more in depth on the Human Rights framework, reflecting also on the personal and group perspective
TOOL TYPE	Work in group/Work on the body
MATERIAL	/
DURATION	60 minutes
DESCRIPTION	<p>Participants are divided in four groups with the common task: each group member should present an experience/event related to Human Rights. The experience can be personal or not, but it should have taken place in his/her country.</p> <p>NOTE: it's very important to create the safe space for this activity. Once in circle, participants are encouraged to share their experience, but it has to be also explained that, if the person really does not feel, can just actively listen at the other's stories.</p>

TITLE	Strip cartoons
TOPIC/S	Human Rights from a more personal perspective
AIM	To make participants go more in depth on the Human Rights framework, reflecting also on the personal and group perspective
TOOL TYPE	Work in group/Work on the body
MATERIAL	/

DURATION	100 minutes
DESCRIPTION	<p>The activity is organized according to the following steps:</p> <p>Step 1. one story has to be selected in each group. It's important to underline that "no stories are the best or the worst", the story should be selected accordingly to the fact the group members think it is mostly tackling Human Rights.</p> <p>Step 3. it's provided a brief explanation of what living pictures are and how the representation through strip cartoons works.</p> <p>NOTE: for a clearer understanding of the technique, it's better to draw it on a flipchart. See Handout below.</p> <p>Step 4. participants are left some time to be back on the story they chose in each group and to find a way to represent it using the technique of the living pictures and strip cartoons.</p> <p>Step 5. on the stage each group represents the three frames.</p> <p>Step 6. after each representation the group remains on the stage and it's run the analysis of the situation with a specific focus on: setting of the event, what happened, actors involved.</p> <p>Step 7. after all the groups finished it's left some time in plenary to summarize the main elements appeared.</p> <p>See Handout below.</p>

HANDOUT_STRIP CARTOONS



SEQUENCE 1

beginning of the action

SEQUENCE 2

climax of the action

SEQUENCE 3

explosion of the event

CRITICAL APPROACH TO HRs

TITLE	Canadian Box
TOPIC/S	Critical approach to HRs
AIM	To develop a critical approach toward HRs, to develop the critical thinking and the capacity to explore an argument/issues from different perspectives
TOOL TYPE	Work in group/debate
MATERIAL	Handout with questions
DURATION	60 minutes
DESCRIPTION	<p>The activity is organized according to the following steps:</p> <p>Step 1. two sub-groups are created and brought in different rooms. It's better to have no more than 14 people for group, otherwise it can be harder to manage the methodology and it can be less effective and participative.</p> <p>Step 2. to each group is assigned a facilitator/moderator. The group members are divided in other two smaller groups (possibly with the same number of participants) and two lines are created. Participants are asked to stand in line, one in front of the other.</p> <p>Step 3. the first statement is read, the facilitator/moderator is saying in each round who is the group "agree" with the statement and the group "disagree" with the statement. Then the groups are left 60 seconds to find a common strategy in defending or contrasting the statement and the different elements that can be expressed.</p> <p>Step 4. back on line, other 120 seconds are allocated to defend or contrast the statement. One person is taking the floor from the "agree" group, making their comment, then it's following another person from the "disagree" group and so on (one per group).</p> <p>NOTE: the facilitator/moderator has a crucial role in this activity. Indeed, they can intervene in case someone from one of the two group's members is never taking the floor (giving them the floor). In the case someone is too much talkative, the, facilitator/moderator can allocate a slot of seconds for each person to express.</p> <p>Step 5. the activity follows in this way till all the statements are asked and the two groups are back in plenary. It follows the debriefing.</p> <p>See Handout below.</p>

EQUALITY IS UNFAIR

**FEMMINISM IS NOT NEEDED IF HUMAN RIGHTS ARE
APPLIED**

**YOU CANNOT STAND FOR LGBTQ+ RIGHTS IF YOU DO
NOT BELONG TO THE COMMUNITY**

CENSORSHIP IS USEFULL TO PROTECT HUMAN RIGHTS

RELIGION PRESERVES THE COHESION OF SOCIETY

TO FORBID FGM IS AGAINST HUMAN RIGHTS

TITLE	Give me a Title
TOPIC/S	Stereotypes and Prejudices
AIM	To make participant reflect about their inner stereotypes and prejudices
TOOL TYPE	Interactive discussion and plenary
MATERIAL	Video projector, computer, photos (both digital and printed), post-it
DURATION	45 minutes
DESCRIPTION	<p>Participants are asked to watch a series of pictures and, after guessing individually the background of the images, to give them a title. NOTE: the pictures should be not clearly defined and a bit controversial, in order to puzzle the participants on their real background.</p> <p>The photos are firstly projected on the wall, then a printed version of them is putted on the ground, where participants can stick their titles written on post-it notes. To each pictures, a slot of 3 minutes is given to participants to reflect on it and give a title. When all the pictures are over, participants have 5 minutes to go around the room and check the titles given by the others. Back in plenary is explained to participants the real background of the pictures, reflecting on the different titles given and so the different backgrounds that they were guessed. NOTE: this activity is introductory to the next ones about stereotypes and prejudices.</p>

DIFFERENT LENS IN HRs

TITLE	Albatros
TOPIC/S	Stereotypes, Prejudices and Intercultural Learning
AIM	To jointly reflect on the stereotypes and prejudices that might appear while meeting a new culture and to reflect on the Intercultural Learning process. NOTE: if you have never taken part in the Albatros exercise, it would be best to do so first as a participants before you decide whether it is useful for your teaching, training, and orientation purposes
TOOL TYPE	Simulation activity, plenary debriefing and discussion
MATERIAL	One small bowl for hand washing; some kind of liquid to drink (lemonade or punch is fine); some food to eat (small cookies or crackers work well); sheets or other cloth for the use of the Albatrossian man and woman; candles, incense or other "extras" as desired
DURATION	120 minutes
DESCRIPTION	<p>The activity is divided in two different parts, the first consists of performing a ceremonial greeting between members of an imaginary culture (Albatros) and foreigners. The second consists of a debriefing in plenary and extended discussion.</p> <p>Setting: Albatros activity is conceived for small groups, between 12 and 15, but it can be readapted also for bigger groups. If possible, participants should be represented by both sexes, possibly equally. In the room where the activity will take place, a circle of chairs is arranged (x n. of chairs for x n. of male participants) and one chair placed in the circle a bit prominently for the use of the Albatrossian male.</p> <p>The activity is organized accordingly to the following parts:</p> <p>Part 1. Ceremonial performing</p> <p>There is no sequence pre-set or a necessary pattern to follow. It might be good to create your own variations to meet situations, but it is important to keep in mind the clear objectives of the activity.</p> <p>1.a. entering: participants are brought, one by one, in the room where there are the Albatrossians, females with shoes off and males with shoes on. Males are made sitting on the chairs while females on a blanket on the ground.</p> <p>1.b. setting: the male and female Albatrossians are in their places, the male on the chair, the female kneeling beside him.</p>

1.c. communication: the hiss indicates disapproval, an appreciative hum indicates approval and a clicking of the tongue serves for all sorts of getting of attention, and for transferring the factual information.

1.d. circle of greetings: the Albatrossian male stands up and greets each male participant in turn around the circle, holding by the shoulders and by rubbing the right legs together. After such greeting, the visitor has to sit back in the chair. Then the Albatrossian female greets each female participant in turn around the circle. She kneels in front of a standing female guest and runs both hands down the lower legs and feet in a ceremonious way. The female resumes a kneeling position.

1.e. bowl of water: the bowl is brought around the circle by the Albatrossian female. Beginning with the Albatrossian male, each male in the circle dips the fingers of their right hand into the bowl and lifts or waves the hand gracefully to get them dry. The female's hands are not washed. The Albatrossian female returns to her place for a few minutes before beginning the next activity.

1.f. food offer: the Albatrossian female offers food to each male in turn, beginning with the Albatrossian male. She sticks her hands into the food and stuffs a little into each mouth. Upon being fed, the Albatrossian male indicates his appreciation by a loud hum or moan (which can be accompanied by a rubbing of the stomach). After the males are fed, the Albatrossian female then feeds each female in turn. After this, she returns to her position next to the Albatrossian male.

1.g. drinks offer: in the same way, the Albatrossian female first gives the cup to the Albatrossian male to drink from, then among the females, at the end she returns to her place and resuming her kneeling posture.

1.h. pauses: during the pauses Albatrossian male gently pushes the female's head from time to time downward as she kneels.

1.i. female selection: after another pause, the two Albatrossians rise and proceed around the circle of guests, communicating with each other through the customary clicking sounds. Without making clear indications to the participants, they select the female guest with the largest feet. That participant is then brought to the Albatrossian chair, and she (like the Albatrossian female) kneels next to his chair.

1.i. greetings of goodbye: the last activity of the ceremony is a repeat of the greeting. The Albatrossian male rises and makes the round of the circle, greeting each male participant. He is followed by the Albatrossian female, greeting each female in turn. At that point, the two Albatrossians indicate the selected female participant who is still sitting kneeling by the chair and with a gesture ask her to follow them outside. She does it and the three people leave the circle, concluding the first part of the exercise.

Part 2. Debriefing in plenary and extended discussion

The Albatross exercise allow groups to reflect on two main elements:

- ✚ **the "cultural observation" level:** the exercise gives participants the chance to test their observation capacity, the pre-conceived ideas they might show and, the interpretative filters they might apply;
- ✚ **the self-awareness of each participant:** they are given the chance to practically experiment and assess their own reactions and feelings.

The **debriefing** should be structured in a consequential order of key questions:

- ✚ what did you see? → (pure observation): in this step, avoid any kind of interpretation.
- ✚ what did you feel? → (emotions/interpretation): in this part probably participants will show up their frustration for some parts in the activity, is important to keep note and let them share what they have felt.

✚ what do you think? → (interpretation): in this part probably participants will show up again their frustration, is possible they will perceive the Albatrossian female oppressed and the Albatrossian society completely male based.

After this stage the facilitator presents **the main elements of the Albatrossian culture** (see the Handout Characters and Culture Explanation below) and it followed an extended discussion on Prejudices, stereotypes and Intercultural Learning process.

See Handout below.

ALBATROSSIANS CHARACTER

The society values calm, serenity, stateliness. Albatrossians are a clam, reserved, gentle, loving people, peaceful, generous, welcoming of strangers and really taking care of their guest. Touching is only done in ceremonial ways, such as in the greetings.

The Albatrossians are never smiling but they remain with a serene and pleasant expressions. They do not register any facial reactions to the various feelings or emotions they have.

CULTURE EXPLANATION

The Earth is sacred, all fruitfulness is blessed, those who bring life inside them (women) are with the Earth, and only they are able (by virtue of their inherent qualities) to walk directly upon the ground. Thus, males must wear shoes, and thus their greeting does not deal with the Earth, while the one of women emphasized the ground and feet. Only females are able to prepare and offer the fruits of the Earth.

The roles of males and females in the society reflect this relationship to Earth. For example, the fact that the Albatrossian male pushes down the head of the kneeling female is a pursuit of his obligations in the society, it is his duty to remind her of sacredness, to approach it through her, to protect her (and all that she represents) from harm or defilement.

Albatrossians have a language, though only some part of it is required or used in the greeting ceremony (the clicks, hums, hisses). The Albatrossians communicate via mental telepathy, and that the few sounds they use are mainly means of getting a person's attention. They eat and drink things which they like (though they may not agree to the taste of foreign visitors). Their patterns of life and ceremonies (such as the greeting ceremony) are time-honoured and are considered to be self-evidently correct and adequate.

The activity description and the Handout with the culture explanation has been taken and readapted from the description of Theodore Gochenour, Vice President of International Programs, from Beyond Experience, Batchelder and Warner, The Experiment Press, 1977.

TITLE	Ginkana
TOPIC/S	Basic ground for the Human Rights in Action
AIM	To experiment, in an interactive and dynamic way, different key elements needed to afterwards run the Human Rights in Action session
TOOL TYPE	Work in small groups
MATERIAL	Flipcharts, paper, markers, post-it
DURATION	90 minutes in total = 10 minutes (for the explanation) + 80 minutes (for the activity), each round should last 20 minutes
DESCRIPTION	<p>Setting: there should be created 4 different stations (each one with a different decoration) representing:</p> <ul style="list-style-type: none"> ✚ Target group needs ✚ Group dynamics ✚ Learning objectives and Evaluation ✚ Body/Trust/Space <p>The activity is organized according to the following steps:</p> <p>Step 1. the activity is presented and a trainer, dressed up with costumes and representing "The Master of Time" divides participants in 3 groups, explaining the rules of the activity.</p> <p>Step 2. each team has to go from station to station, searching for the information about what the station is about (in each station they have to stay 20 minutes). The "The Master of Time" gives the time for the rotation.</p> <p>NOTE: in order to speed up a bit the activity the rotation can be different: each group remains in the same station (place) and are the facilitators, in charge of the topic, the ones rotating.</p>

TITLE	Act it Out the “perfect” Facilitator
TOPIC/S	Facilitation and facilitator role
AIM	To reflect on important elements while doing facilitation, on the facilitator role and on what a facilitator should do and should do not
TOOL TYPE	Work in group and plenary
MATERIAL	Flipchart, A4 papers, pens, markers
DURATION	60 minutes
DESCRIPTION	<p>The activity is organized according to the following steps:</p> <p>Step 1. participants are divided in smaller groups (approximately 4 groups with 5 members each) and the task it’s explained. Each group has to reflect on the facilitator role and find the “5 does” (what a facilitator has to do) and the “5 don’ts” (what a facilitator absolutely has to avoid). Once they have identified the two lists they have to fix them on a flipchart.</p> <p>Step 2. each group has to prepare a short sketch to represent the “5 does” and the “5 don’ts” in their list. They can act it out, use the mime, and the body representation (creativity is welcomed 😊), but each sketch should not be longer than 5 minutes.</p> <p>Step 3. during the sketches representations a facilitator takes note on a flipchart of the main elements appeared, of similarities and differences. Then this notes are presented in plenary, opened a round of comments or feedbacks and at the end it’s left space for the conclusion on the facilitator role.</p>

TITLE	Open Space
TOPIC/S	Different thematic related to the training course main topic
AIM	To make participants share information and knowledge, to have the chance to go more in depth on the topic/s and to explore sub-topics and issues not yet explored, to generate a bottom-up approach where knowledge is shared in an horizontal way among participants
TOOL TYPE	Open Space technique

MATERIAL	Flipcharts, markers, pens, paper A4, post-it								
DURATION	120 minutes (25' presentation of the technique and slot assignment – 45' minutes each slot * 2 slots – 5' time to rotate from the first slot to the second)								
DESCRIPTION	<p>The activity is organized according to the following steps:</p> <p>Step 1. in plenary participants are asked to propose topic/s they want to further explore or share.</p> <p>Step 2. different slots are created and the participant/facilitator (the one who wants to present the topic) is assigned to each slot.</p> <p>NOTE: the facilitator is the person who proposed the topic to be discussed. To be facilitator in the Open Space it's not compulsory to have previous experiences in the field of facilitation but the facilitator is supposed to well know the topic he/she want to tackle and share.</p> <p>Step 3. the slots can be organized as followed (some of them are taking place in the same time):</p> <table border="1" data-bbox="408 913 1422 1048"> <tr> <td data-bbox="408 913 547 981">SLOT 1</td> <td data-bbox="547 913 831 981"></td> <td data-bbox="831 913 1136 981"></td> <td data-bbox="1136 913 1422 981"></td> </tr> <tr> <td data-bbox="408 981 547 1048">SLOT 2</td> <td data-bbox="547 981 831 1048"></td> <td data-bbox="831 981 1136 1048"></td> <td data-bbox="1136 981 1422 1048"></td> </tr> </table> <p>GENERAL REMARK ON THE TECHNIQUE: the technique of the Open Space allows participants to discuss about sensitive topics, to share ideas and experiences. Participants, following the principles of this technique, are free to choose the slots they want to participate in, accordingly to their interest. Each thematic table/slot is facilitated by a chairperson who comes from the participants group and proposed the topic to discuss. They stand voluntarily for the position and have to organize the presentation (possibly also summing up on a flipchart the main elements). In the Open Space Technique there is not a standard template to facilitate the summing up: for this reason, probably the reports of the different thematic tables will have different structures and shapes, but it's important to keep the same duration for the presentation.</p> <p>In the Open Space Technique, the main PILLARS are:</p> <ul style="list-style-type: none"> ✚ bottom up approach: topics have to be proposed by participants; ✚ self-organized tables: the participants themselves are the table's facilitators; ✚ move from a table to another table: when the participant feels that the discussion is expired or when is interested to listen other topics, they can move to another table. <p>In the Open Space Technique, the main RULES are:</p> <ul style="list-style-type: none"> ✚ two steps: move to another discussion when you feel; ✚ you are the right person!!!: even if you remain alone in your table; ✚ time it's time: keep attention to the time you have at disposal and respect it; ✚ butterflies and bees: in a group you can be in silent and listen, as also you can speak and share your opinion. 	SLOT 1				SLOT 2			
SLOT 1									
SLOT 2									

HRs in ACTION PREPARATION – step 2

TITLE	Work in Groups
TOPIC/S	Non-formal education activities to create workshops to raise awareness on Human Rights
AIM	To make participants practically experiment how to structure a short workshop to raise awareness on Human Rights using participative methodologies coming from the NFE framework
TOOL TYPE	Work in groups
MATERIAL	Paper, pens, flipcharts, markers, colours, glue, scissors, ropes, elastics, cloths The material list may vary according to the activity that each group intends to perform
DURATION	240 minutes
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. participants are divided in 4 groups.</p> <p>Step 2. the task of each group is to create a workshop, 90 minutes long, to raise awareness on Human Rights.</p> <p>Step 3. each group has to conceive and structure the workshop that will be afterwards delivered.</p> <p>Step 4. in each group tasks have to be divided, responsibility defined, the logistic check and the general rehearsal done.</p> <p>METHODOLOGICAL REMARK: it has been decided to dedicate the last part of the training to the drafting, development and implementation of workshops for different reasons:</p> <ul style="list-style-type: none"> ✚ to give participants the chance to create workshops that they can test, evaluate and assess during the training itself. ✚ to deepen the assessment on the cross-setting competences developed and on the learning to learn, (understanding of the own learning process and consecutive transmission of the knowledge acquired to other people). ✚ to create a set of workshops that can be re-used and re-adapted in other activities or trainings to promote Human Rights and Human Rights Education.

HRs in ACTION IMPLEMENTATION

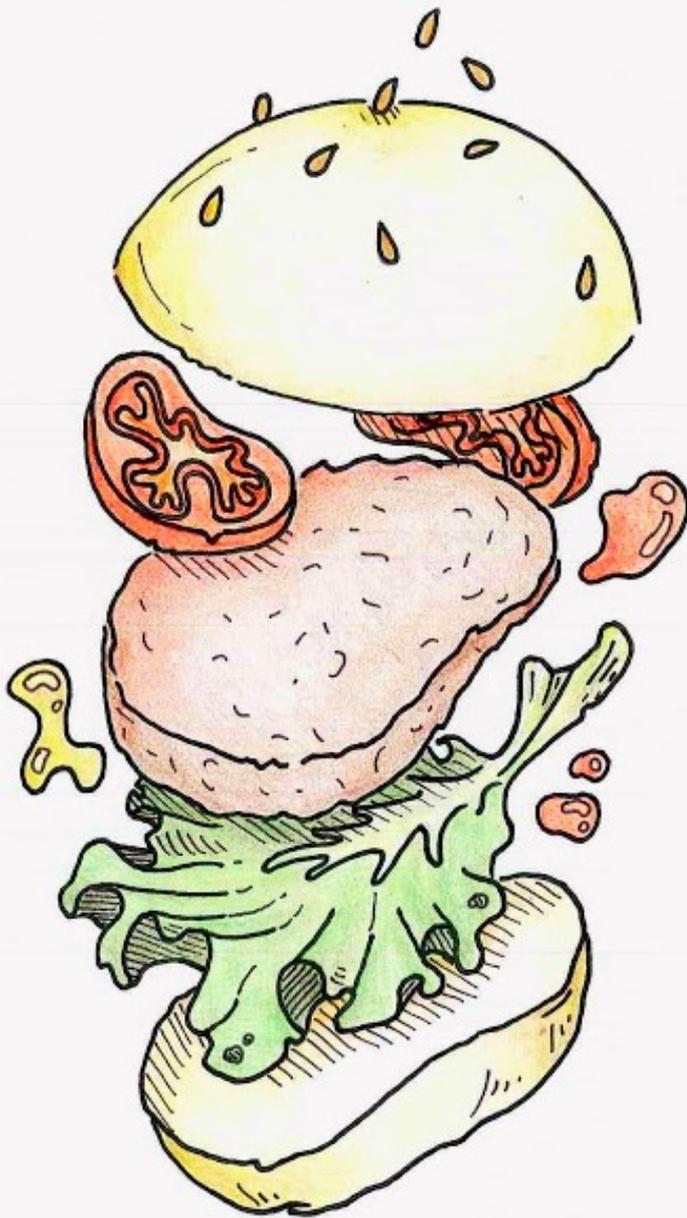
TITLE	Workshop 1 - Workshop 2 - Workshop 3 - Workshop 4
TOPIC/S	Non-formal education activities to create workshops to raise awareness on Human Rights
AIM	To make participants practically experiment how to structure a short workshop to raise awareness on Human Rights using participative methodologies coming from the NFE framework
TOOL TYPE	Work in groups
MATERIAL	Paper, pens, flipcharts, markers, colours, glue, scissors, ropes, elastics, cloths The material list may vary according to the activity that each group intends to perform
DURATION	240 minutes
DESCRIPTION	<p>The activity is organized according to the following steps:</p> <p>Step 1. participants are divided in 4 groups.</p> <p>Step 2. each group should perform the workshop, 90 minutes long, to raise awareness on Human Rights, having as a participant the people of the three other groups.</p> <p>Step 2. Feedbacks - 15 minutes Using the structure of the Sandwich Model (Handout below), the group is asked to share (give and receive) feedbacks after each workshop is performed.</p> <p>NOTE: this session is shaped to make participants reflect on how to give a positive feedback to the others after the end of the workshop. Indeed, after realizing each workshop, extra minutes are allocated to give feedbacks to workshop (not personal feedbacks to individual participants). The main elements that have to be evaluated using the model are:</p> <ul style="list-style-type: none">  your feelings  something to improve  something good <p>Step 3. Tools – strengths and weaknesses - 30 minutes This part is conceived to reflect more in depth on the strengths and weakness of each tool proposed. After the Feedbacks part is done, the groups of facilitators, who deliver the workshop, are asked to list all the tools they have been used. A facilitator takes note on a flipchart, on the left side there is the list of tools and the remaining part of the flipchart is divided in two, one with the strengths and one with the weaknesses (Handout below). Now the floor is given to the participants of the workshop and they are invited, tool by tool, to analyse the strengths and weaknesses.</p>

NOTE: it's important to underline that a tool is something flexible and it depends a lot on the context where it is used. Sometimes the same elements of the tool can be considered both strengths and weaknesses.

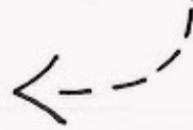
METHODOLOGICAL REMARK: it has been decided to dedicate the last part of the training to the drafting, development and implementation of workshops for different reasons:

- ✚ to give participants the chance to create workshops that they can test, evaluate and assess during the training itself.
- ✚ to deepen the assessment on the cross-setting competences developed and on the learning to learn, (understanding of the own learning process and consecutive transmission of the knowledge acquired to other people).
- ✚ to create a set of workshops that can be re-used and re-adapted in other activities or trainings to promote Human Rights and Human Rights Education.

HANDOUT_SANDWICH MODEL



HOW I FEEL



SOMETHING TO IMPROVE



SOMETHING I LIKE



HANDOUT_TOOLS STRENGTHS and WEAKNESSES

TOOLS	STRENGTHS	WEAKNESSES
Tool Name		

LEARNING

TITLE	Evaluation in different station
TOPIC/S	Final, overall evaluation of the project
AIM	To run the final, overall evaluation of the project, including the analysis of the different main elements (food and lodgement, learning, group dynamics, logistic, pool of trainers)
TOOL TYPE	Artistic and interactive session, individual work
MATERIAL	All the material needed to arrange the different spaces and settings (accordingly to the trainers fantasy 😊)
DURATION	90 minutes
DESCRIPTION	<p>Setting: we need or a very big workshop room that can be divided in different spaces or different rooms or spaces outside (if there is a good weather). In case we are going outside, take care that the spaces are separated but not too much distant. Soft music and good decorations are welcome to create the atmosphere 😊</p> <p>Participants enter the different settings for the evaluation and are invited to discover the surrounding. They can stay as long as they want in each space answering the questions and expressing themselves, they can move and then be back if they want to add something.</p> <p>Space 1 – Food and Lodgement → the pot and the spoon <i>Task: write comments/feedbacks concerning food and lodgement and put them in the pot</i> Methodology: drawings representing food and accommodation and post it to leave comments and feedbacks and a big pot</p> <p>Space 2 – Tools and Methods <i>Task: write comments/feedbacks on the post it concerning the tools and methods used and put them on the tools/method they referred to</i> Methodology: a big flipchart on the floor, where are drawn all the activities/tools realized during the training course</p> <p>Space 3 – Pool of Trainers → The Post Box <i>Task: write feedbacks to the pool of trainers and leave them in the envelope</i> Methodology: post box (different envelopes, each one for a trainer, where participants can leave messages and feedbacks)</p>

	<p>Space 4 – Human Rights in Action → The Laundry <i>Task: write in English a letter to describe the Human Rights in Action experience and when you have finished, handle it on the rope</i> Methodology: some ropes tined as in a laundry, cloth pegs and pieces of paper on the ropes and below a small carpet with pens and markers</p> <p>Space 5 – Learning → Bring home – Leave here <i>Task: choose a photo representing something you would like to leave here and a photo representing something you would like to bring back home and leave to both a comment with a post it</i> Methodology: several photos, post it and markers</p> <p>Space 6 – Activisms → Said through my creativity <i>Task: write and draw on the flipchart on the ground, the actions you would like to realize once back home</i> Methodology: a big flipchart and colours on the ground</p>
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TITLE	The circle of words
TOPIC/S	Final Evaluation
AIM	To make the final evaluation of the project, to reflect about the different learning processes, to share feedbacks and comments, to create a free space for participants to make them express their feelings
TOOL TYPE	Group activity
MATERIAL	/
DURATION	/ minutes
DESCRIPTION	<p>Setting: soft music in the plenary room with candles on the floor and a ball of wool in the middle of the room. Participants are sitting in the circle. When everybody is in, the music stops and one of the trainers presents the activity: one person starts making their comment (it has to be said something to yourself and something to the group) When the person has finished, the next person who wants to talk will take the floor. The activity is following in this way, till everybody speaks.</p> <p>NOTE: it should be clearly explained that this is a “free” moment and space to evaluate the project, so each person can take the time they think is needed.</p>

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SOLIDARITY AND OVERSEAS SERVICE MALTA: www.sosmalta.org

YOUTHFULLY YOURS SR: <http://youthfullyyours.sk/sk/domov/>

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TOOL KIT REALIZED BY: Sara Mandozzi

GRAPHIC: Ettore Ismael Borghetto





Lunaria is an "Association for Social Promotion", established in 1992, not-for-profit, non-religious, and autonomous from any political party affiliation.

It promotes peace, social and economic justice, equality and the guarantee of citizenship rights, democracy and participation, social inclusion and intercultural dialogue.

At the local, national and international level, Lunaria performs and stimulates social change, carrying out advocacy initiatives, political and cultural events, non-formal education and communication activities, and leading networking as well as information and raising awareness campaigns.

The core of Lunaria's work and commitment is made of international volunteering and mobility, youth programmes, migrations and the struggle against racism and inequalities, sustainable development, the analysis of economic, social, and public spending policies.

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people first ●

Communicating
Human Rights in
the Migration Era

TOOLKIT OF THE TRAINING COURSE

17-23 JANUARY 2018, CASA LABORATORIO IL CERQUOSINO
ORVIETO, ITALY



Erasmus+